

Mathematics

OCR Functional Skills qualification in mathematics at level 2

Scheme code: 09866

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1 Introduction

This Centre Handbook provides information for centre staff involved in the planning, delivery and assessment of the following qualification which has been accredited onto the National Qualifications Framework (NQF) at level 2:

OCR Functional Skills qualification mathematics at level 2

Scheme code 09866

It is important that centre staff involved in the delivery of the above qualifications understand the requirements laid down in this handbook. Centres should therefore ensure that staff have access to this publication.

Further copies are available to download from our website www.ocr.org.uk.

1.1 The OCR Functional Skills suite of qualifications

Functional skills are practical skills in English, mathematics and Information and Communication Technology (ICT) that allow individuals to work confidently, effectively and independently in life.

OCR Functional Skills qualifications are offered at Entry level, level 1 and level 2 and meet the Functional Skills criteria approved by Ofqual.

OCR Functional Skills assessments are based primarily on task-based scenarios with a limited duration and must be undertaken under controlled assessment conditions. The assessments use and reinforce skills-based, problem-solving learning techniques. There is more information on assessment in section 3.

OCR Functional Skills qualifications in English, mathematics and Information and Communication Technology are designed to develop and assess Functional Skills as determined by a set of skills standards. The skills standards contained within each qualification provide learners with knowledge, skills and a problem-solving approach that can be used in work, life and further learning.

These qualifications will encourage learners to develop their English, mathematics or ICT skills and transfer skills in ways that are appropriate to their situation.

1.2 Administration arrangements for this qualification

A separate publication, the OCR *Admin Guide: Functional Skills*, provides details of the administration arrangements for this qualification. The Admin Guide is issued free on centre approval and is available on our website: www.ocr.org.uk.

1.3 If centre staff have queries

This Centre Handbook and the Admin Guide contain all the information needed to deliver and administer this qualification. If centre staff have any queries about these qualifications that are not answered in these publications, they should refer to the section [Further support and information](#) for details of who to contact. Support is also available on the dedicated OCR Functional Skills pages of the OCR website www.ocr.org.uk/functionalskills

1.4 Documentation updates

The information provided in this handbook was correct at the time of production. Occasionally OCR may update this information. Please refer to the qualification home pages on our website www.ocr.org.uk for details regarding updates to this qualification. For your convenience, the latest amended version of this handbook is available to download from the OCR website.

2 General information

2.1 Qualification profile

Title	OCR Functional Skills qualification in mathematics at level 2			
OCR code	09866			
Level	Level 2			
Qualification structure	This qualification contains one mandatory unit.			
QAN	500/8908/0 (Qualification Accreditation Number)			
Age group approved	Pre-16	16-18	18+	19+
	✓	✓	✓	✓
This qualification is suitable for	Young people and adults who have achieved Level 1 and are wishing to progress. It is also suitable for those who wish to gain a practical grounding in how to apply mathematical skills to everyday situations.			
Entry requirements	There are no formal entry requirements for this qualification.			
Assessment and grading	The assessment for this qualification is externally set by OCR and externally assessed by OCR Examiners.			
	Units will be graded Pass or Fail.			
Funding	When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above. For information on funding for learners aged 14 – 19, please refer to the Young People’s Learning Agency (YPLA) via http://www.dcsf.gov.uk. For more information on funding for learners aged 19 and above, please refer to the Skills Funding Agency (SFA) at http://skillsfundingagency.com.			
Performance figures	For information on this qualification’s contribution to performance measurement please see the National Database of Accredited Qualifications (NDAQ): http://www.accreditedqualifications.org.uk			

2.2 Target market

The OCR Functional Skills qualification in mathematics at level 2 is suitable for both young people and adults who wish to be recognised for their achievement of a wide range of practical mathematical skills for use in every day life. The OCR Functional Skills qualification in mathematics at level 2 is also suitable for learners who wish to progress from level 1.

2.3 Qualification aims

The OCR Functional Skills qualification in mathematics at level 2 aims to:

- Provide accreditation of achievements of applying a range mathematical skills to real-life settings so that learners can use mathematics skills in a functional way throughout life
- Provide a progression route through to achievement at higher levels.

2.4 Entry requirements

This qualification is available to anyone who is capable of reaching the required standards. It has been developed free from any barriers that restrict access or progression thereby promoting equal opportunities.

All centre staff involved in the assessment or delivery of this qualification should understand the requirements of the qualification and match them to the needs and capabilities of individual learners before entering them as learners for this qualification.

There are no formal requirements for entry to the assessments. Learners will be expected to have the potential to achieve a level of knowledge and skills appropriate for a person working at the level they will be assessed at.

2.5 Unique Learner Number (ULN)

The Unique Learner Number (ULN) is a personal 10-digit number which is essential for learners taking a Diploma programme of study. It is used to link the Diploma component results together for Diploma certification. The ULN must accompany a learner's entry for Functional Skills. Where a ULN is included with an entry, OCR will check the ULN and candidate details with the Learner Registration Service (LRS). Learner details submitted to OCR need to match those held on the LRS exactly. If there are any differences, we will be unable to validate the ULN. This will not prevent entries from being processed, but OCR will not be able to send Diploma component results

to the Diploma Aggregation Service until the ULN and candidate details held by OCR match the records held by LRS.

2.6 Entry restrictions

There are no entry restrictions for OCR's Functional Skills qualifications.

2.7 Progression opportunities

The OCR Functional Skills qualification in mathematics at level 2 has been designed to encourage progression from level 1. However, it is not assumed that learners will achieve the level 1 qualification before progressing on to the level 2 qualification.

2.8 Supporting learners

Centres should ensure that learners are informed of the title and level of the qualification they have been entered for and that Oxford Cambridge and RSA Examinations (OCR) is the awarding body for their chosen qualification.

Centres should ensure that learners are fully prepared for Functional Skills assessments through appropriate teaching and learning strategies. Centres are encouraged to ensure that learners have the opportunity to practise their subject skills in real-life contexts prior to taking the assessment.

2.9 Wider issues

This qualification provide potential for centres to develop learners' understanding of spiritual, moral, ethical, social and cultural issues and heighten learners' awareness of environmental issues, health and safety considerations and European developments.

Spiritual, moral, ethical, social and cultural issues

Although there are no specific requirements in relation to spiritual, moral, ethical, social and cultural issues, teachers delivering OCR Functional Skills qualifications have opportunities to address all of these issues through their choice of teaching materials.

For example, the texts used in this qualification may relate to social and cultural issues and may, therefore, provide an opportunity for teachers to address these issues. For example, the source

material used to extract numerical information may relate to social and cultural issues and may therefore provide an opportunity for teachers to address these issues. Alternatively, the rights of an individual to be informed of and to have access to, data held about them by an organisation (Data Protection Act) could be addressed.

Environmental issues, health and safety considerations and European developments

Teachers may have opportunities to address all of these issues through their choice of teaching materials. The exploration of examples such as correct procedures for working with mathematical equipment or repetitive strain injury may address some of the health and safety issues.

2.10 Guided learning hours

The time it will take a learner to complete their qualification will depend on a number of things, for instance, mode of study (ie whether full-time or part-time) and level of knowledge or experience on entry onto the programme of study.

OCR recognises that the needs of learners following courses of study leading to their chosen qualification are particularly diverse and that this will result in a wide range of approaches to learning. Therefore, OCR provides indicative guided learning hours only.

As the guided learning hours (glh) needed by learners will differ significantly between individual learners, OCR encourages teachers to determine individual needs on a learner by learner basis.

Unit Title	GLH (Indicative)
Functional Skills qualification in mathematics at level 2	45

2.11 Funding

Should you require any more information on funding please contact the Young People's Learning Agency (YPLA) at www.dcsf.gov.uk, or, for adult learning, the Skills Funding Agency (SFA) at <http://skillsfundingagency.com>.

2.12 Mode of delivery

OCR does not specify the mode of study or specify a time limit for the achievement of this qualification other than the expiry dates for entry and certification laid down by the regulatory authorities and detailed in the qualification profile on page six.

Centres should consider the learners' complete learning experience when designing learning programmes. This is particularly important in relation to learners studying part time alongside real work commitments where learners may bring with them a wealth of experience that should be utilised to maximum effect by teachers and assessors.

2.13 Resources

OCR strongly advises that teaching and development of subject content and associated skills be referenced to real life situations, to ensure that learners are operating functionally within different contexts. The practical skills prescribed in the Functional Skills criteria should form the basis of the individualised learner programme.

A number of bodies have been tasked with producing support for Functional Skills. It is recommended that centres attend relevant training events and visit support sites to help with the delivery of this qualification. A list of appropriate support websites is available on the OCR website www.ocr.org.uk/functionalskills.

Centres will need to provide appropriate assessment facilities for learners in line with the requirements and guidance laid down by OCR (the *OCR Admin Guide: Functional Skills*) and the *JCQ Instructions for Conducting Examinations*. (JCQ publications are available to download from www.jcq.org.uk.)

Basic mathematical equipment should be available for both teaching and assessment, ie, a calculator and a ruler.

2.14 Wales and Northern Ireland

This qualification has only been approved by Ofqual for delivery in England.

Centres in Wales or Northern Ireland should contact the regulators for Wales (DCELLS) or Northern Ireland (CCEA) for information regarding delivery of Functional Skills qualifications.

2.15 Arrangements for learners with access-related needs

In line with the guidance provided by Ofqual for Functional Skills, learners can have access to all forms of equipment and software that constitute their normal way of working. However, these must not affect the reliability or validity of assessment outcomes or give the learner an assessment advantage over other learners undertaking the same or similar assessments.

Centres must apply to OCR Special Requirements team for access arrangements using a JCQ Form 8. (It is presently not possible to submit applications for access arrangements for Functional Skills using *Access Arrangements Online*.)

For modified papers the centre must apply to OCR using a JCQ Form 7 in accordance with the deadlines published in the JCQ publication *Access Arrangements, Reasonable Adjustments and Special Consideration* http://www.jcq.org.uk/exams_office/access_arrangements/.

The access arrangements permissible for use in this specification are as follows:

Access arrangements	Yes/No
Readers	Yes
Scribes	Yes
Practical assistants	Yes
Word processors	Yes
Transcripts	Yes
BSL interpreters	Yes
Oral language modifiers	Yes
Modified question papers (including Braille)	Yes
Extra time	Yes
Models, visual/tactile aids, speaking scales	Yes

2.16 Centre malpractice guidance

It is the responsibility of the Head of Centre* to report (in writing) all cases of suspected malpractice involving centre staff or learners, to the OCR Standards division.

When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice promptly, and report the outcomes to the OCR Standards division.

Further information is contained in the publication *JCQ publication: Suspected Malpractice in Examinations and Assessment* which is available from the JCQ website www.jcq.org.uk.

* The Head of Centre is defined as the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, eg the Principal of a College, the Head Teacher of a school, the Managing Director of a Private Training Provider or the Group Training Manager of a major company.

3 Qualification structure

3.1 Qualification structure

Wherever possible, teachers should tailor learning programmes to meet individual learner needs. It is recommended that centres should adopt a holistic approach to the delivery of this qualification and identify opportunities to link Functional Skills mathematics to other areas of the curriculum.

OCR Functional Skills qualification in mathematics at level 2

(Qualification Accreditation Number 500/8908/0)

This qualification contains one mandatory unit (QCDA Unit Number T/601/2268)

The mathematics standards are essentially concerned with developing and recognising the ability of learners to apply and transfer skills in ways that are appropriate to their situation. For mathematics to be useful, learners must have the skills and confidence to apply, combine and adapt their mathematics knowledge to new situations in their life and work. The capacity to identify and understand the role that mathematics plays in the world is crucial in enabling learners to function as effective citizens.

At level 2 the context is unfamiliar to the learner and the situation or problem needs to be identified. The mathematics demanded may not be obvious in all situations and there will be non-routine aspects to the situation or problem. Methods may involve several steps and require identification of underlying mathematical structures and ways of describing them. Guidance may be provided but choices are independently made and evaluated.

3.2 Unit format

Skills standards

The skills standards describe the criteria against which that learner will be assessed. At each level, the skills standards subsume the previous level's skills standards and coverage and range, supporting a progression-based suite of qualifications.

The Functional Skills qualification in mathematics at level 2 assesses all of the skills standards and samples the coverage and range.

Coverage and range

The coverage and range provides the knowledge and techniques that learners would be expected to apply at each level. These sections are not intended as exhaustive lists to which learners should be confined but are intended as a guide to the minimum type of content that learners will need to demonstrate and apply to meet the requirements of the skills standards.

Assessment weightings

The assessment weightings indicate the percentage of the overall assessment that must be covered in relation to the individual skills standards. All assessments reflect the assessment weightings as outlined in the skills standards.

3.3 Units

This qualification contains one mandatory unit.

Level 2

Skill standards and assessment weightings	Coverage and range
<p>Representing Assessment weighting: 30-40%</p> <ul style="list-style-type: none"> • (R1) understand routine and non-routine problems in familiar and unfamiliar contexts and situations • (R2) identify the situation or problems and identify the mathematical methods needed to solve them • (R3) choose from a range of mathematics to find solutions 	<ul style="list-style-type: none"> • (N1) understand and use positive and negative numbers of any size in practical contexts • (N2) carry out calculations with numbers of any size in practical contexts, to a given number of decimal places • (N3) understand, use and calculate ratio and proportion, including problems involving scale • (N4) understand and use equivalences between fractions, decimals and percentages • (A1)) understand and use simple formulae and equations involving one or two operations • (G1) recognise and use 2D representations of 3D objects • (G2) find area, perimeter and volume of common shapes • (G3) use, convert and calculate using metric and, where appropriate, imperial measures • (S1) collect and represent discrete and continuous data, using information and communication technology (ICT) where appropriate • (S2) use and interpret statistical measures, tables and diagrams, for discrete and continuous data, using information and communication technology (ICT) where appropriate. • (S3) use statistical methods to investigate situations • (S4) use probability to assess the likelihood of an outcome
<p>Analysing Assessment weighting: 30-40%</p> <ul style="list-style-type: none"> • (A1) apply a range of mathematics to find solutions • (A2) use appropriate checking procedures and evaluate their effectiveness at each stage 	
<p>Interpreting Assessment weighting: 30-40%</p> <ul style="list-style-type: none"> • (I1) interpret and communicate solutions to multistage practical problems in familiar and unfamiliar contexts and situations • (I2) draw conclusions and provide mathematical justifications 	

4 Assessment

4.1 External assessment

The OCR Functional Skills qualification in Mathematics at level 2 is a single unit qualification with assessment which focuses on the three interrelated process skills identified in the skills standards:

- Representing
- Analysing
- Interpreting

At level 2, assessments are externally set by OCR and externally assessed by OCR Examiners. At level 2, the specification will subsume the level 2 skill standards and coverage and range.

All assessments take place under controlled examination conditions, as specified in the *JCQ Instructions for Conducting Examinations*. The assessment duration is 1 hour 30 minutes. The assessment (question paper and resource booklet) is distributed by secure post up to two weeks prior to the assessment session, and should be stored within centres as per *JCQ Instructions for Conducting Examinations*.

Assessment structure and content

There are three tasks which candidates need to complete. Subjects for the context within each task are, as far as possible, generic and realistic in nature. Contexts are enhanced as appropriate by OCR to match the reading level of the learner. Contexts will be different for each level of assessment within the assessment session.

On every assessment occasion the assessment tasks will assess all of the skills standards but will sample from the coverage and range described in the unit. The mark scheme is structured to award marks against the skill standards, with exemplification of expected performance where needed.

Re-sits

There are no limits on the number of times a candidate may re-sit the assessment, but centres must ensure that candidates undertake a different assessment on each occasion.

Resources required for assessment

The use of calculators is permitted.

5 Certification

This is a single unit qualification. Candidates who achieve a pass for the unit will be awarded the certificate, giving the full qualification title:

OCR Functional Skills qualification in mathematics at level 2

5.1 Claiming certificates

Certificates will be issued for successful learners. In order to ensure that these are automatically issued centres must ensure that the OCR learner number is **always** used where a learner has already achieved one or more units. See the *OCR Admin Guide: Functional Skills* for full details.

5.2 Replacement certificates

Centre should formally make the request in writing on centre-headed paper. If the request is made within six months of the issue date, replacements will be provided free of charge. A fee is charged for replacement certificates more than six months after the date of issue. Please see the OCR Fees List for details of these fees. Letters should be sent to the Archives team in Coventry (see section 7 for address).

6 Administration arrangements

OCR will confirm its process for approving centres, registering learners and claiming certificates in due course.

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7 Guidance For Candidates

7.1 What is the OCR Functional Skills qualification in mathematics at level 2?

This qualification aims to:

- Provide accreditation of achievements of a range of mathematics skills in real-life settings so that learners can use subject skills in a functional way throughout life
- Provide a progression route through to higher achievement.

7.2 What do I have to do to achieve this qualification?

This is a single unit qualification. You must complete the unit to achieve the qualification at that level:

OCR Functional Skills qualification in mathematics at level 2

7.3 How do I know that this qualification is right for me?

This qualification is right for you if you wish to progress from the Functional Skills qualification in mathematics at level 1 to the level 2. However, it is not assumed that you will achieve the level 1 qualification before progressing on to the level 2 qualification.

7.4 Finally

OCR wishes you every success in your achievement of this qualification.

8 Further Support and Information

8.1 General enquiries

You can visit OCR's website at www.ocr.org.uk for further information on OCR qualifications.

For general enquiries relating to any of OCR's vocational qualifications, please contact the OCR Customer Contact Centre on:

Telephone: 024 76 851509
Fax: 024 76 851633
Email: vocational.qualifications@ocr.org.uk

8.2 Claim forms and claim enquiries

All claim forms should be returned to:

Operations
OCR
Progress House
Westwood Way
Coventry
CV4 8JQ

If you have any queries about entries, please contact Operations Customer Support on 024 76 470033.

8.3 Enquiries about results

Please refer to the *OCR Admin Guide: Functional Skills*.

Forms and current fees can be obtained from:

Results Enquiries
OCR
Progress House
Westwood Way
Coventry
CV4 8JQ

Telephone 024 76 470033

8.4 Customer feedback

We welcome feedback from customers on all aspects of our provision. Comments relating to this documentation should be sent to:

The OCR Qualification Manager
Functional Skills mathematics
Qualifications Division
OCR
Coventry Office
Westwood Way
Coventry
CV4 8JQ

8.5 OCR Training Events

Information on OCR's training events for centres can be found on the OCR website by going to www.ocr.org.uk, or by contacting:

OCR Training
Customer Support Division
Progress House
Westwood Way
Coventry CV4 8JQ

Telephone: 02476 496 398
Fax: 02476 496 399
Email: training@ocr.org.uk

8.6 OCR Publications

The OCR Publications Service offers support to OCR customers, centres, parents and learners. It offers a wide range of up-to-date materials for sale which relate to our key qualifications. These materials include centre handbooks, past papers, mark schemes and a range of support materials.

The OCR Publications Catalogue holds the full list of materials currently available to order. To obtain a copy of this and to order publications, please go to <http://publications.ocr.org.uk> or call our dedicated order line on 0870 770 6622.

Orders can also be emailed to publications@ocr.org.uk or posted to the address on the order form printed in the OCR Publications Catalogue.

OCR Support Materials prepare extra resources to help you deliver our qualifications. These support materials can be ordered from OCR Publications and more information about the materials can be obtained from support.materials@ocr.org.uk

8.7 Publications (related to this qualification)

OCR publications:

- *OCR Admin Guide: Functional Skills*

JCQ publications, available from www.jcq.org.uk:

- *Instructions for conducting examinations*
- *Access Arrangements, Reasonable Adjustments and Special Consideration*
- *Suspected Malpractice in Examinations and Assessment*

8.8 OCR sample assessment material

Sample assessment material for the OCR Functional Skills qualification in mathematics at level 2 is available to download from our website www.ocr.org.uk. Centres can use these sample assessments as practice papers to prepare learners for the final assessment.

The sample assessment materials for OCR Functional Skills qualification in mathematics at level 2 include the assessment task, resource booklet and mark scheme.