ROYAL STATISTICAL SOCIETY

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OCR Level 3 Certificate in Core Maths B (MEI) H869
(formerly known as Quantitative Problem Solving)

April 2025

We understand that the name of this qualification has been updated since we initially provided a statement of support in July 2014. We understand that the content has not changed. This is our updated statement of support to reflect the new qualification title.

On behalf of the Royal Statistical Society, I am pleased to write to you in support of this qualification, following our consideration of the specification dated July 2014 and your follow-on emails.

The Royal Statistical Society's response to the DfE Policy Statement on 16 to 18 Core Mathematics Qualifications in England of February 2014 and our response to the Department for Education's consultation on Core Maths Technical Guidance of May 2014 (both available on our website), clearly indicate what features we would like to see the Core Mathematics qualifications to have, namely to:

- contain the full statistics cycle;
- have statistics content that is up-to-date and relevant to target students, in their everyday lives and in higher education or in work;
- ensure students gain experience of working with datasets, especially realistic ones;
- have students work with data using IT.

We also expressed a preference for data handling to be assessed and thought that innovative external assessment, eg through the use of pre-release datasets would be beneficial.

We are pleased to see these in the qualification, in particular the use of pre-release datasets for the teaching and assessment of using a large dataset, and the extensive opportunities for students to develop their statistical skills in the Statistical Problem Solving component.

Yours sincerely

Dr Sophie Carr
RSS Vice President for Education and Statistical Literacy

07/01/2026

John McLean
Development Project Officer
OCR Product

Re: Level 3 Certificate in Core Maths A (MEI) H868 & Maths B (MEI) H869

Dear John,

On behalf of the Institute of Directors (IoD), I am pleased to write to you in support of the Level 3 Certificate in Core Maths A and B qualifications.

The qualifications' emphasis on mathematical and quantitative reasoning skills, and their focus on real-world applications of these skills, is very welcome from the employer perspective. Feedback from IoD members suggests that many young people enter the world of work without the mathematical skills needed to thrive; qualifications which address these concerns are therefore essential.

In January 2023 the IoD polled 947 business leaders on their attitudes towards 16-19 maths policy. The strongest theme in the qualitative responses was that the emphasis of any changes to 16-19 maths policy should be on ensuring that all students leave education with the practical numeracy skills needed in all lines of work, such as financial literacy and basic statistics.

The Core Maths qualifications represent precisely the kind of approach to mathematics education which can equip students with the quantitative skills needed in the modern workplace. The fact that entries have risen year-on-year since the qualifications' inception is highly promising; the business community would welcome as many students as possible benefitting from these qualifications.

Yours sincerely,

Alex Hall-Chen

Principal Policy Advisor for Employment and Skills

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15-02-2024

Dear John,

Level 3 Certificates in Core Maths A (MEI) H868 and Core Maths B (MEI) H869

I am a Professor of Mathematics at the University of York and also a current member (since April 2021) of the Royal Society Advisory Committee on Mathematics Education. I have looked carefully through all the materials publicly available on your website, including the detailed syllabi for Core Maths A/B, a selection of recent exam papers and additional materials, and some of the resources intended for students and teachers. I have to say, viewed as a whole, the contents of your site are impressive and reflect a very strong commitment to the spirit of the Smith Report on Post 16 Mathematics (2017) and the joint statement entitled 'The importance of promoting Core Maths as practical and valuable qualifications', issued by the Royal Society and the British Academy in January 2022.

Core Maths A and Core Maths B share 'Introduction to Quantitative Reasoning' (IQR), which is based on modelling and problem solving, and introduces many basic ideas and mathematical techniques that are likely to be useful not only in negotiating the complexities of everyday life but also in the contexts of other branches of science, social sciences, and the arts. This is complemented in Core Maths A by 'Critical Maths' and in Core Maths B by 'Statistical Problem Solving'. Critical Maths extends IQR in a way that should allow students to develop their numeracy together with their ability to use it reliably to draw conclusions about quantitative issues of interest in science, commerce, finance, policy and society. Statistical Problem Solving extends IQR by focusing on a range of issues around data, its collection and analysis, the conclusions that might be drawn reliably from it, and awareness of pitfalls. In both the extensions there is an emphasis on understanding the problems, constructing suitable models, critically analysing the outcomes, and communicating the results.

The exam papers I looked at were well constructed, contained interesting and realistic example scenarios, made good use of pre-issued material, and covered the syllabi adequately.

The detailed syllabus for each part has been well-constructed, is clearly written and offers an excellent mix of technique and application, which should not only improve substantially the mathematical capabilities of students taking the course but also their confidence in using their mathematics in a wide variety of practical applications.

Taking everything I have seen into account I feel able to give very strong support to both qualifications.

Yours sincerely,

James Nicholson M.A. (*Cantab*), MSc
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Lucy Carey
Stakeholder Relationships Manager
Cambridge OCR
Cambridge University Press & Assessment

18th December 2025

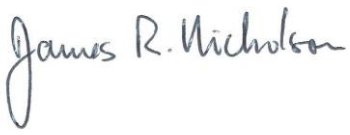
Dear Lucy.

Level 3 Certificates in Core Maths A and B (MEI); H868 & H869

I am pleased to write a letter of support for these qualifications. I taught mathematics and statistics in secondary schools for 25 years before working with the SMART Centre in Durham for nearly 20 years, developing resources to support data literacy across multiple curriculum subjects. While A level Maths and Further Maths are very important in providing a stream of STEM specialists, it is vitally important that a larger proportion of those outside the pure sciences are comfortable with, and competent in, aspects of mathematics such as modelling, finance, graphs, statistics and technology. In a world where many jobs will be impacted by advances in AI it is critically important, in my view, that young people develop reliable intuition about quantitative matters.

The Royal Society's recent report "A new approach to mathematical and data education" recommends that the existing Core Maths qualifications be extended and developed as the basis for general quantitative literacy. I agree, for the future. For the present, they provide a very robust qualification to address a substantive need for mathematics below the specialist requirements of A-level Mathematics.

Yours sincerely,



James Nicholson

SHEFFIELD
FORGEMASTERS

Friday 14th February 2025

John McLean
Development Project Officer
OCR Product

Dear John,

Re: Level 3 Certificate in Core Maths A (MEI) H868 & Level 3 Certificate in Core Maths B (MEI) H869

Having read through the course specifications for the two above-mentioned courses, I am pleased to advise that I fully support these qualifications.

In an environment such as ours where Maths skills are a necessity, not just while carrying out day-to-day tasks but also at times, some highly technical and specialized tasks, it is important that courses such as these are available to those that may need to further develop their mathematical capabilities.

This is true of those that have been in roles for many years as well as those new to the business, such as the many apprentices we welcome each year.

Yours sincerely,

Rachel Morgan
People Development Specialist

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20/02/2024

John McLean
Development Project Officer
OCR

Dear John

Level 3 Certificates in Core Maths A and B (MEI)

MEI is pleased to have been involved in developing the Level 3 Certificates in Core Maths A and B with OCR. Our research and development work and feedback from centres indicate that these qualifications will meet the needs of a wide range of students who have already succeeded with GCSE Mathematics but for whom A level Mathematics is not suitable.

These qualifications will enable students to develop skills and confidence in solving problems in a wide range of contexts where mathematical and statistical understanding is important for successful progression to further study and work.

Initiatives in Higher Education at the time of development, such as the Q-Step programme and the British Academy quantitative skills programme, highlighted the need to strengthen the quantitative skills of future undergraduates. Our research and development work confirmed that such skills are also highly regarded by employers.

The structure of the qualifications, with the common component, 'Introduction to Quantitative Reasoning', allows schools and colleges to ensure that their students are able to develop a common core of knowledge and understanding and to extend it further in ways that best meet their needs and aspirations.

Core Maths B will be particularly suitable for students whose future work and study require them to understand and use statistical methods.

Core Maths A will enable students to acquire a strong quantitative sense, allowing them to understand, analyse and question quantitative information with confidence.

Both qualifications will support future employment and effective citizenship, and both can help catalyse a change of culture to a population that understands the value of mathematics and is comfortable applying mathematics to help address real problems.

Charlie Stripp, Chief Executive