

FUNCTIONAL SKILLS ***MATHEMATICS***



ENTRY LEVEL 1, 2 AND 3 SPECIFICATION

08845/08846/048847

For first teaching September 2019

Version 2 - February 2020

OCR Entry Level 1 Functional Skills Mathematics
OCR Entry Level 2 Functional Skills Mathematics
OCR Entry Level 3 Functional Skills Mathematics

www.ocr.org.uk/functionalskills

Key updates to this handbook

Section	Title of section and change	Version and date issued
4.11	Resource Control Clarification added on use of calculator	Version 02 February 2020

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1. Qualification overview

1.1. OCR Entry Level 1 Functional Skills Mathematics at a glance

Qualification number	603/4899/9	OCR Entry code	08845
First entry date	01/09/2019	Approved age range	14+
Guided learning hours (GLH)	55		
Total qualification time	55		
This qualification is suitable for learners	<ul style="list-style-type: none">• aged 14+ on a full-time study programme who wish to develop underpinning and problem solving skills in mathematics• who want to progress in their learning• as it has been designed to meet the Department for Education's characteristics for Functional Skills mathematics.		
Entry requirements	There are no formal entry requirements for this qualification.		
Qualification structure	This qualification contains one mandatory unit.		
Assessment method/model	This qualification is internally assessed by centre staff and externally moderated by OCR.		
Assessment series	On demand.		
Grading	This qualification is pass/fail.		
Last entry date	<p>This qualification will continue to be available for entries and certification until we decide it needs to be withdrawn.</p> <p>If we're going to withdraw a qualification we'll set an end date for entries and certification and we'll tell you what the arrangements are for the last date to enter learners and make claims for certificates. When we set end dates, you'll be able to see these on the Register of Regulated Qualifications.</p>		

1.2. OCR Entry Level 2 Functional Skills Mathematics at a glance

Qualification number	603/4900/1	OCR Entry code	08846
First entry date	01/09/2019	Approved age range	14+
Guided learning hours (GLH)	55		
Total qualification time	55		
This qualification is suitable for learners	<ul style="list-style-type: none"> • aged 14+ on a full-time study programme who wish to develop underpinning and problem solving skills in mathematics • who want to progress in their learning • as it has been designed to meet the Department for Education's characteristics for Functional Skills mathematics. 		
Entry requirements	There are no formal entry requirements for this qualification.		
Qualification structure	This qualification contains one mandatory unit.		
Assessment method/model	This qualification is internally assessed by the centre staff and externally moderated by OCR.		
Assessment series	On demand.		
Grading	This qualification is pass/fail.		
Last entry date	<p>This qualification will continue to be available for entries and certification until we decide it needs to be withdrawn.</p> <p>If we're going to withdraw a qualification we'll set an end date for entries and certification and we'll tell you what the arrangements are for the last date to enter learners and make claims for certificates. When we set end dates, you'll be able to see these on the Register of Regulated Qualifications.</p>		

1.3. OCR Entry Level 3 Functional Skills Mathematics at a glance

Qualification number	603/4901/3	OCR Entry code	08847
First entry date	01/09/2019	Approved age range	14+
Guided learning hours (GLH)	55		
Total qualification time	55		
This qualification is suitable for learners	<ul style="list-style-type: none"> • aged 14+ on a full-time study programme who wish to develop underpinning and problem solving skills in mathematics • who want to progress in their learning • as it has been designed to meet the Department for Education's characteristics for Functional Skills mathematics. 		
Entry requirements	There are no formal entry requirements for this qualification.		
Qualification structure	This qualification contains one mandatory unit.		
Assessment method/model	This qualification is internally assessed by the centre staff and externally moderated by OCR.		
Assessment series	On demand.		
Grading	This qualification is pass/fail.		
Last entry date	<p>This qualification will continue to be available for entries and certification until we decide it needs to be withdrawn.</p> <p>If we're going to withdraw a qualification we'll set an end date for entries and certification and we'll tell you what the arrangements are for the last date to enter learners and make claims for certificates. When we set end dates, you'll be able to see these on the Register of Regulated Qualifications.</p>		

1.4. Qualification purpose

Functional Skills qualifications should provide reliable evidence of a learner's achievements against demanding content that is relevant to the workplace. They need to provide assessment of learner's underpinning knowledge as well as their ability to apply this in different contexts. They also need to provide a foundation for progression into employment or further technical education and develop skills for everyday life. In some contexts, Functional Skills qualifications will also play a part in the Government's accountability systems.

Functional Skills mathematics qualifications should enable the learner to gain confidence and fluency in and a positive attitude towards mathematics, and to develop behaviours such as persistence and logical thinking as they apply mathematical tools and approaches.

Purpose of Entry Level Functional Skills in Mathematics:

To demonstrate a sound grasp of the underpinning skills and basics of mathematical skills appropriate to the level, and the ability to apply mathematical thinking to solve simple problems in familiar situations. Achievement of these qualifications can provide the skills for further study at Levels 1 and 2

2. Introduction

The information provided in this specification is correct at the time of production. Occasionally we may update it so please check the qualification webpage for the most up-to-date information.

This specification contains what you need to know about the planning, delivery and assessment of these qualifications. Staff involved in the delivery of these qualifications must have access to and understand the requirements in this specification.

To access information on how to administer these qualifications please follow the link to the Administration area <http://www.ocr.org.uk/administration/>.

You should ensure 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.

2.1. Why choose Functional Skills mathematics

These qualifications will equip your learners with the functional skills required for day-to day life, education and work.

The aim of these qualifications is to give learners the opportunity to:

- develop an understanding of Functional Skills mathematics at Entry Level
- develop their skills and competences in mathematics
- achieve a nationally recognised qualification
- prepare for employment
- progress to further study.

2.2. Entry requirements

There are no formal entry requirements for these qualifications.

There is no requirement for any specific prior learning. We recommend that an initial assessment should take place to ensure the learner is capable of reaching the required standards.

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

These qualifications have been developed so they are free from any barriers that restrict access or progression and therefore, promotes equal opportunities.

These qualifications are regulated for learners aged 14 years and over.

2.3. Availability and Funding

These qualifications are regulated by Ofqual and are available in England only.

Funding arrangements can be subject to change. For the latest details about approval and funding eligibility, we recommend you visit the following websites:

- [Register of Regulated Qualifications](#) – Ofqual’s register of regulated qualifications
- Department for Education (DfE) [Section 96](#) – for confirmation of the approval of qualifications to be delivered to specific age ranges
- [Education and Skills Funding Agency](#) for funding education and training for children, young people and adults in England

Use the Ofqual Qualification Number (QN) when you’re looking for information on qualification eligibility for public funding.

If you have any queries about funding for this qualification email us at funding@ocr.org.uk.

2.4. Qualification size

The size of each qualification is described in terms of Guided Learning Hours (GLH) and Total Qualification Time (TQT).

GLH indicates the approximate time (in hours) that the learner will be supervised during any teaching, learning or assessment tasks. We have worked with people who are experienced in delivering the qualifications to determine what content needs to be taught and how long it will take to deliver.

TQT is comprised of two elements: GLH, and an estimate of the number of hours a learners will reasonably spend on any unsupervised learning or assessment tasks (including homework) so they can successfully achieve their qualification.

These qualifications require a minimum of 55 GLH and 55 TQT.

3. Structure and content

3.1. Qualification structure

OCR Entry Level 1 Functional Skills Mathematics (Qualification Number 603/4899/9)

This qualification contains one mandatory unit (Unit Reference Number T/617/3589)

OCR Entry Level 2 Functional Skills Mathematics (Qualification Number 603/4900/1)

This qualification contains one mandatory unit (Unit Reference Number K/617/3590)

OCR Entry Level 3 Functional Skills Mathematics (Qualification Number 603/4901/3)

This qualification contains one mandatory unit (Unit Reference Number M/617/3591)

3.2. Learning aims and outcomes

Functional Skills mathematics qualifications at these levels should:

- enable learners to become confident in their use of fundamental mathematical knowledge and skills, as described through the content
- indicate that learners can demonstrate their understanding by applying their knowledge and skills to solve simple mathematical problems or carry out simple tasks.

3.3. Teaching and Learning

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

We strongly advise that teaching and development of subject content and associated skills be referenced to real life situations. The practical skills prescribed in the Functional Skills criteria should form the basis of the individualised learner programme.

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

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 them to function as effective citizens.

3.3.1. Problem solving and Underpinning skills

The mathematical problem solving aspect of the OCR Functional Skills mathematics qualifications is a core element. The following aspects will also be assessed in their own right:

- Underpinning skills - 25%
- Problem solving – 75%.

Underpinning skills may be presented either in a given context or in the abstract, without a context. Where a question assessing underpinning skills is presented in a context, the context does not undermine the targeting of the relevant skills.

Problem solving will not obscure or add additional mathematical complexity beyond the relevant level of the OCR Functional Skills mathematics qualifications.

The table below summarises the number of steps involved as well as a general expectations around the learners' abilities.

	Learners should be able to...		The context within which each question or task is set...
	recognise and obtain...	address individual problems...	
Entry 1	a solution to a simple problem, i.e. one which requires working through one step or process	each of which draws upon knowledge and/or skills from one of the three areas from the subject content	should be familiar to all learners and easily described
Entry 2	a solution to a simple problem, i.e. one which requires working through one step or process	each of which draws upon knowledge and/or skills from one of the three areas from the subject content	should be familiar to all learners and easily described
Entry 3	a solution to a simple problem, i.e. one which requires working through one step or process	each of which draws upon knowledge and/or skills from one of the three areas from the subject content	should be familiar to all learners

3.4. Subject Content

The subject content describes the content against which learners will be assessed. At each level, the subject content subsumes the previous level's subject content, coverage and range, supporting a progression-based suite of qualifications.

The OCR Entry Levels 1, 2 and 3 Functional Skills mathematics qualifications assess the subject content, the coverage and range.

At **Entry level** the context is very familiar and accessible to the learner. The mathematics demanded by the situation or problem are simple, clear and routine. The techniques and procedures required are specific to the situation or problem. Guidance and direction are provided.

The subject content reference code e.g.E1N1, comprises of the Level of the qualification, the content area and the statement numbered from the Department for Education document '[Subject content functional skills: mathematics](#)'.

E1 = Entry Level 1

E2 = Entry Level 2

E3 = Entry Level 3

N = Using numbers and the number system – whole numbers, fractions and decimals

M = Using common measures, shape and space

D = Handling information and data

1, 2, 3,... = The number from the Department for Education document '[Subject content functional skills: mathematics](#)'

Note: if a lowercase letter ('a', 'b', 'c', ...) is present at the end of the code, this means the subject content has been divided into sub-parts.

Using numbers and the number system – whole numbers, fractions and decimals

Topic area	Entry Level 1 Learners should be able to...	Entry Level 2 Learners should also be able to...	Entry Level 3 Learners should additionally be able to ...
Number basics	Use whole numbers to count up to 20 items, including zero. (E1N2)	Count reliably up to 100 items. (E2N1)	Count up to 1000. (E3N1a)
	Read, write, order and compare numbers up to 20. (E1N1)	Read, write, order and compare numbers up to 200. (E2N2)	Read, write, order and compare numbers up to 1000. (E3N1b)
The four operations	Recognise and interpret the symbols +, – and = appropriately. (E1N4)	Recognise and interpret the symbols +, –, ×, ÷ and = appropriately. (E2N4)	
	Add numbers that total up to 20. (E1N3a)	Add two-digit numbers. (E2N5a)	Add three-digit whole numbers. (E3N2a)
	Subtract numbers from numbers up to 20. (E1N3b)	Subtract two-digit numbers. (E2N5b)	Subtract three-digit whole numbers. (E3N2b)
		Multiply whole numbers in the range 0 × 0 to 12 × 12 (times tables). (E2N6)	Multiply two-digit whole numbers by single-digit and two-digit whole numbers. (E3N4)
		Divide two-digit whole numbers by single-digit whole numbers and express remainders. (E2N8)	Divide three-digit whole numbers by single and two-digit whole numbers and express remainders. (E3N3)

Topic area	Entry Level 1 Learners should be able to...	Entry Level 2 Learners should also be able to...	Entry Level 3 Learners should additionally be able to ...
Approximating		Approximate by rounding to the nearest 10 and use this rounded answer to check results. (E2N9)	Approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results. (E3N5)
			Round amounts of money to the nearest £1 or 10p. (E3M11)
Fractions and decimals		Recognise simple fractions (halves, quarters and tenths) of whole numbers and shapes. (E2N10)	Read, write and understand thirds, quarters, fifths and tenths, including equivalent forms. (E3N7)
		Read, write and use decimals to one decimal place. (E2N11)	Read, write and use decimals up to two decimal places. (E3N8)
Sequences		Recognise and sequence odd and even numbers up to 100. (E2N3)	Recognise and continue linear sequences of numbers up to 100. (E3N6)
			Recognise and continue sequences that involve decimals. (E3N9)

Using common measures, shape and space

Topic area	Entry Level 1 Learners should be able to...	Entry Level 2 Learners should also be able to...	Entry Level 3 Learners should additionally be able to ...
Money	Recognise coins and notes and write them in numbers with the correct symbols (£ & p), where these involve numbers up to 20. (E1M5)	Write with the correct symbols (£ or p). (E2M12b)	Express money correctly in writing in pounds and pence. (E3M10b)
		Calculate money with pence up to one pound and in whole pounds of multiple items. (E2M12a)	Calculate with money using decimal notation. (E3M10a) (See also Approximating, E3N11)
Time	Know the number of days in a week and be able to name and sequence them. (E1M7a)	Know the number of hours in a day and weeks in a year. (E2N7)	
	Know the number of months and seasons in a year and be able to name and sequence them. (E1M7b)		
		Read and record time in common date formats. (E2M13a)	

Topic area	Entry Level 1 Learners should be able to...	Entry Level 2 Learners should also be able to...	Entry Level 3 Learners should additionally be able to ...
Time (contd...)	Read 12-hour digital and analogue clocks in hours. (E1M6)	Read time displayed on analogue clocks in hours, half-hours and quarter-hours. Understand hours from a 24-hour digital clock. (E2M13b)	Read, measure and record time using am and pm. (E3M12)
			Read time from analogue and 24-hour digital clocks in hours and minutes. (E3M13)
Units and measures	Describe and make comparisons in words between measures of items, including size, length, width, height, weight and capacity. (E1M8)	Read and use simple scales to the nearest labelled division. (E2M18)	Use and compare measures of length, capacity, weight and temperature using metric or imperial units to the nearest labelled or unlabelled division. (E3M14)
			Use a suitable instrument to measure mass and length. (E3M18)
			Compare metric measures of length, including millimetres, centimetres, metres and kilometres. (E3M15)
			Compare measures of weight, including grams and kilograms. (E3M16)
			Compare measures of capacity, including millilitres and litres. (E3M17)
		Use metric measures of length, including millimetres, centimetres, metres and kilometres. (E2M14)	
		Use measures of weight, including grams and kilograms. (E2M15)	
		Use measures of capacity, including millilitres and litres. (E2M16)	

Topic area	Entry Level 1 Learners should be able to...	Entry Level 2 Learners should also be able to...	Entry Level 3 Learners should additionally be able to ...
Units and measures (contd...)		Read and compare positive temperatures. (E2M17)	
Shapes	Identify and recognise common 2-D and 3-D shapes, including circle, cube, square, rectangle and triangle. (E1M9)	Recognise and name 2-D and 3-D shapes, including pentagons, hexagons, cylinders, cuboids, pyramids and spheres. (E2M19) (See also Fractions and decimals, E2N10)	
		Describe the properties of common 2-D and 3-D shapes, including numbers of sides, corners, edges, faces, angles and base. (E2M20) e.g. shapes may include pentagons hexagons, cylinders, cuboids, and pyramids.	Sort 2-D and 3-D shapes using properties, including lines of symmetry, length, right angles and angles, including in rectangles and triangles. (E3M19)
Position	Use everyday positional vocabulary to describe position and direction, including left, right, in front, behind, under and above. (E1M10)	Use appropriate positional vocabulary to describe position and direction, including between, inside, outside, middle, below, on top, forwards and backwards. (E2M21)	Use appropriate positional vocabulary to describe position and direction, including eight compass points and including full/half/quarter turns. (E3M20)

Handling information and data

Topic area	Entry Level 1 Learners should be able to...	Entry Level 2 Learners should also be able to...	Entry Level 3 Learners should additionally be able to ...
Obtaining information	Read numerical information from lists. (E1D11)	Extract information from lists, tables, diagrams and bar charts. (E2D22)	Extract information from lists, tables, diagrams and charts. (E3D21a)
Making comparisons		Make numerical comparisons from bar charts. (E2D23)	Interpret information, to make comparisons and record changes, from different formats, including bar charts and simple line graphs. (E3D22)
Sorting	Sort and classify objects using a single criterion. (E1D12)	Sort and classify objects using two criteria. (E2D24)	
Charts and tables			Create frequency tables. (E3D21b)
	Read and draw simple charts and diagrams, including tally charts and block diagrams/graphs. (E1D13)		Organise and represent information in appropriate ways, including tables, diagrams, simple line graphs and bar charts. (E3D23)
		Take information from one format and represent the information in another format, including use of bar charts. (E2D25)	

3.4.1 Solving mathematical problems decision making guidance

At Entry level learners should use the knowledge and skills subject content listed below to recognise a simple mathematical problem and obtain a solution.

A simple mathematical problem is one which requires working through one step or process.

At Entry Level 1, 2 and 3 it is expected that learners will be able to address individual problems each of which draw upon knowledge and/or skills from one mathematical content area (i.e. number and the number system; common measures, shape and space; information and data).

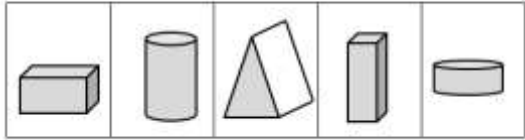
	Entry Level 1	Entry Level 2	Entry Level 3
Learners are expected to be able to:	<p>P1. Use given mathematical information and recognise and use simple mathematical terms appropriate to Entry Level 1</p> <p>P2. Use the methods given above to produce, check and present results that make sense</p> <p>P3. Provide a simple explanation for those results.</p> <p>The context for simple problems at this level should be familiar to all learners and easily described.</p>	<p>P1. Use given mathematical information including numbers, symbols, simple diagrams and charts</p> <p>P2. Recognise, understand and use simple mathematical terms appropriate to Entry Level 2</p> <p>P3. Use the methods given above to produce, check and present results that make sense</p> <p>P4. Present appropriate explanations using numbers, measures, simple diagrams, simple charts and symbols appropriate to Entry Level 2.</p> <p>The context for simple problems at this level should be familiar to all learners and easily described.</p>	<p>P1. Use given mathematical information including numbers, symbols, simple diagrams and charts</p> <p>P2. Recognise, understand and use simple mathematical terms appropriate to Entry Level 3</p> <p>P3. Use the methods given above to produce, check and present results that make sense to an appropriate level of accuracy</p> <p>P4. Present results with appropriate and reasoned explanation using numbers, measures, simple diagrams, charts and symbols appropriate to Entry Level 3.</p> <p>The context for simple problems at this level should be familiar to all learners.</p>

3.5. Assessment command words

The meanings of **some** instructions and words used in the OCR Functional Skills mathematics qualifications are detailed below.

Words specific to the subject content will have their standard mathematical meaning. Examples include, but are not limited to, 'convert', 'check', 'draw', 'simplify', 'round', 'order' or 'estimate'.

Other command words will have their ordinary English meaning. Examples include, but are not limited to, 'find', 'calculate', 'how many' or 'how long'.

Word	Description	Example																					
Tick	Learners should respond with a tick (✓) to indicate their answer (or answers, if appropriate) from a list of possible answers. On the Computer-based test this will be replaced with 'Select'.	<p>7 (a) The boxes for the group's equipment are different shapes.</p> <p>Tick (✓) all the cylinders.</p>  <p style="text-align: right;">[2]</p>																					
Complete	A part-completed calculation, table, chart, diagram or similar is provided and learners should respond by completing the provided calculation, table, chart, diagram or similar.	<p>1 Visitors at a zoo were asked which type of animal was their favourite. The results are shown in the table below.</p> <p>Complete the table.</p> <table border="1" data-bbox="852 1187 1353 1464"> <thead> <tr> <th>Animal</th> <th>Tally</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>Big Cats</td> <td> </td> <td>25</td> </tr> <tr> <td>Birds</td> <td> </td> <td>20</td> </tr> <tr> <td>Fish</td> <td> </td> <td>7</td> </tr> <tr> <td>Monkeys</td> <td>.....</td> <td>12</td> </tr> <tr> <td>Seals</td> <td> </td> <td>.....</td> </tr> <tr> <td colspan="2" style="text-align: right;">TOTAL</td> <td>.....</td> </tr> </tbody> </table> <p style="text-align: right;">[2]</p>	Animal	Tally	Frequency	Big Cats		25	Birds		20	Fish		7	Monkeys	12	Seals		TOTAL	
Animal	Tally	Frequency																					
Big Cats		25																					
Birds		20																					
Fish		7																					
Monkeys	12																					
Seals																						
TOTAL																						
Write down/State	These command words indicate that no working is required to be provided.	<p>(b) Write your answer to part (a) in words.</p> <p>..... [1]</p>																					
Your answer from...	This statement will be used when the learner is recommended to use their answer from the stated question in their solution. Marks can be awarded for their process, even if the previous answer was incorrect.	<p>(b) Round your answer to part (a) to the nearest 10 kg.</p> <p>.....kg [1]</p>																					

4. Assessment

4.1. Overview of the assessment

Entry code	Qualification title	GLH	Reference
08845	OCR Entry Level 1 Functional Skills Mathematics	55	603/4899/9
Made up of one mandatory unit (Ofqual unit number: T/617/3589)			
60 minutes (Calculator task) 25 minutes (Non-calculator task) Total 32 marks: <ul style="list-style-type: none"> • 24 marks (Calculator task) • 8 marks (Non-calculator task) Centre-marked and OCR-moderated Pass/Fail		This consists of two tasks. <ul style="list-style-type: none"> • Calculator task – comprising of short answer, extended response and objective response questions. • Non-calculator task – comprising of short answer, extended response and objective response questions. 	

Entry code	Qualification title	GLH	Reference
08846	OCR Entry Level 2 Functional Skills Mathematics	55	603/4900/1
Made up of one mandatory unit (Ofqual unit number: K/617/3590)			
60 minutes (Calculator task) 25 minutes (Non-calculator task) Total 36 marks: <ul style="list-style-type: none"> • 27 marks (Calculator task) • 9 marks (Non-calculator task) Centre-marked and OCR-moderated Pass/Fail		This consists of two tasks. <ul style="list-style-type: none"> • Calculator task – comprising of short answer, extended response and objective response questions. • Non-calculator task – comprising of short answer, extended response and objective response questions. 	

Entry code	Qualification title	GLH	Reference
08847	OCR Entry Level 3 Functional Skills Mathematics	55	603/4901/3
Made up of one mandatory unit (Ofqual unit number: M/617/3591)			
60 minutes (Calculator task) 25 minutes (Non-calculator task) Total 40 marks: <ul style="list-style-type: none"> • 30 marks (Calculator task) • 10 marks (Non-calculator task) Centre-marked and OCR-moderated Pass/Fail		This consists of two tasks. <ul style="list-style-type: none"> • Calculator task – comprising of short answer, extended response and objective response questions. • Non-calculator task – comprising of short answer, extended response and objective response questions. 	

4.2. Initial assessment of learners

It is important that your centre carries out an initial assessment to identify learner's levels of competence, knowledge and understanding and any potential gaps that need to be addressed.

4.3. How these qualifications are assessed

At Entry Level 1, 2 and 3 the assessment is centre marked and externally moderated by OCR.

Assessment focuses on the two interrelated skills identified in the subject content:

- 25% is Underpinning skills
- 75% is Problem solving skills.

All assessments take place under controlled conditions see [section 4.9](#).

The table below shows the assessment time allocated and the assessment weighting for each task.

Type of task	Allocated time	Mark weighting
Calculator task	1 hour	75%
Non-calculator task	25 minutes	25%

The overall allocated time to the assessment is 1 hour 25 minutes which must be separately allocated as shown in the table above.

The calculator task should be taken first, which will allow for the collection of the calculator task alongside calculator collection, prior to learners taking the non-calculator task.

4.3.1 Paper-based assessment

Assessments are available as a paper-based assessment.

You may enter learners for paper-based assessment at any time. OCR's Functional Skills Entry Level assessments are available to download free of charge from OCR's secure portal. You will need to be approved to offer OCR's Functional Skills mathematics qualifications at Entry Level in order to gain access to the assessment materials.

These assessments have been designed to meet the full requirements of OCR's Functional Skills mathematics qualifications at Entry Level. Learners will need to take part in a planned learning programme that covers the underpinning and problem solving skills of the qualification.

For the purpose of the assessment, tutors are expected to act as supervisors.

4.4. Assessment instructions and information

The information and instructions at the start of the assessments may slightly differ based on the type of paper the learner is completing.

In addition to the detail provided on the front covers, you must ensure that the following is adhered to when completing the assessment.

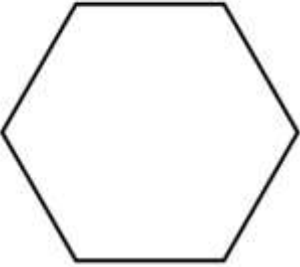
Instructions	Additional information				
HB pencil	Learners should use a pencil for questions that ask them to draw or complete graphs and diagrams.				
Calculator	<p>Learners are expected to use, for the calculator paper only, a basic calculator that includes the following functions:</p> <ul style="list-style-type: none"> • Four operations (+, -, ×, ÷) • Memory facility <p>Calculators are subject to the rules detailed below:</p> <table border="1" data-bbox="411 1413 1426 2089"> <thead> <tr> <th data-bbox="411 1413 930 1771">Calculators must be:</th> <th data-bbox="930 1413 1426 2089">Calculators must not:</th> </tr> </thead> <tbody> <tr> <td data-bbox="411 1771 930 2089"> <ul style="list-style-type: none"> • of a size suitable for use on the desk; • either battery or solar powered; • free of lids, cases and covers which have printed instructions or formulas; <p>The candidate is responsible for the following:</p> <ul style="list-style-type: none"> • the calculator's power supply; • the calculator's working condition. • Clearing anything stored in the calculator </td> <td data-bbox="930 1771 1426 2089"> <ul style="list-style-type: none"> • be designed or adapted to offer any of these facilities: - <ul style="list-style-type: none"> ○ language translators; ○ symbolic algebra manipulation; ○ symbolic differentiation or integration; ○ link with other devices or the internet; • be borrowed from another candidate during an examination for any reason;* </td> </tr> </tbody> </table>	Calculators must be:	Calculators must not:	<ul style="list-style-type: none"> • of a size suitable for use on the desk; • either battery or solar powered; • free of lids, cases and covers which have printed instructions or formulas; <p>The candidate is responsible for the following:</p> <ul style="list-style-type: none"> • the calculator's power supply; • the calculator's working condition. • Clearing anything stored in the calculator 	<ul style="list-style-type: none"> • be designed or adapted to offer any of these facilities: - <ul style="list-style-type: none"> ○ language translators; ○ symbolic algebra manipulation; ○ symbolic differentiation or integration; ○ link with other devices or the internet; • be borrowed from another candidate during an examination for any reason;*
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		<ul style="list-style-type: none"> • have retrievable information stored in them - this includes: <ul style="list-style-type: none"> ○ databanks; ○ dictionaries; ○ mathematical formulas; ○ text
Geometric instruments	Learners may use a ruler, a 180° or 360° protractor, set square and a pair of compasses.	
Show your working for each question. Marks are awarded for correct working.	Learners can gain credit for correct working shown, if their final answer is incorrect. On the calculator task they should show the step/operation they input into the calculator.	

For all other information please refer to the Entry Level 1, 2 and 3 Sample Assessment Materials guidance.

4.4.1. Answer workings

Throughout the task we have provided specific answer areas for the learners to write their answers and show their workings (where appropriate). The table below gives guidance about the answer areas:

Answer Area type	Description	Example
Short answer line	<p>Learners should provide a short answer for this type of answer area. For example a letter, short word or a number.</p> <p>Short answer lines may include the units at the start or the end (e.g.ml or £.....). This means learners do not provide units and marks are not given for the notation.</p>	<p>10 The cafe is closed for 3 months each year.</p> <p>(a) How many months are there in a year?</p> <p>.....months [1]</p>
Long answer line(s)	<p>Learners should provide a word answer for this type of answer area. For example short word or sentence which can be combined with a number.</p> <p>Long answer lines may include the units at the start or the end (e.g.ml or £.....). This means learners do not provide units and marks are not given for the notation.</p>	<p>2 What is the name of this 2D shape?</p>  <p>..... [1]</p>

Answer Area type	Description	Example
Working out	<p>Where learners are expected to perform some working out or numerical calculation an answer box is provided, with a short line for the learner to provide their final answer which may or may not have unit marks on.</p> <p>Learners may show their working out in the space provided. If the working out is correct, marks may be awarded.</p> <p>If the box includes 'show your working' text, the learner is expected to show their working to gain full marks (if the final answer is correct).</p>	<p>7 At the concert Nina buys 4 t-shirts. The t-shirts cost £9, £22, £13 and £29.</p> <p>(a) What is the total cost?</p> <div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 10px auto;"> <p style="text-align: right;">£.....</p> </div> <p style="text-align: right;">[2]</p>
Show how you decide	<p>Where questions ask learners to justify their answer the answer box will include 'Show how you decide' text.</p> <p>The learner should provide appropriate (numerical calculation) to support their final answer.</p>	<p>(b) Ali says there are 12 days in 2 weeks. Is she correct?</p> <div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 10px auto;"> <p>Show how you decide</p> <p>.....because.....</p> <p>.....</p> </div> <p style="text-align: right;">[2]</p>

4.5. Suitable to the needs of the learner

We have designed these qualifications so that achievement is accessible to all learners.

For learners who have access requirements see Arrangements for learners with access-related needs in [section 6.10](#).

If you think that any aspect of these qualifications unfairly restricts access and progression, please contact our Customer Support Centre by phone: 024 76 851509 or by email at vocational.qualifications@ocr.org.uk.

4.6. Assessment structure and content

There are two tasks (calculator and non-calculator) which learners 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 tasks will assess all of the subject content but will sample from the coverage and range described in the unit. The *Mark Scheme/Assessment Record Form* is structured to award marks against the subject content, with exemplification of expected performance where needed.

4.7. Internal assessment

These qualifications are designed around the principle that learners will build evidence towards the achievement of a level within a prescribed period of time under controlled assessment conditions. Once all subject content has been met for the level, the evidence is then submitted to OCR for external moderation.

In order for learners to be able to effectively progress towards meeting the requirements of each subject content, tutors must make sure that the coverage and range requirements for each standard are fully addressed. The identified coverage and range are not exhaustive and may be expanded upon or tailored to particular contexts to which the qualification is being taught and the subject content applied.

We recommend that teaching and development of subject content and associated skills be referenced to real life situations, through the utilisation, for example, of appropriate work-based contact and vocationally-experienced delivery personnel.

Assessment of these qualifications will be conducted in accordance with the controlled assessment regulations for Functional Skills (see [section 4.9](#)).

The Administration area of the OCR website contains guidance on how you must manage the retaking of the tasks and can be found in the 'assessment' section.

4.8. Centre Assessor responsibilities

The centre assessor is normally the course tutor and is responsible for assessing learners' work.

Centres will need to identify staff who will act as assessors. Centres must ensure that its assessors have the appropriate expertise and are adequately informed and supported to fulfil the responsibilities, including providing suitable training.

Assessors must:

- judge learners' work against the standard identified in the subject content
- ensure that summative assessment complies with the controlled assessment conditions specified by OCR for the qualification
- identify valid and sufficient evidence
- identify gaps in evidence
- give feedback to learners and ensure it is in line with requirements for controlled assessment
- liaise with other assessors in the centre to ensure assessment decisions are standardised
- verify learner achievement by completing and signing OCR documentation (i.e. *Mark Scheme/ Assessment Record Forms*)
- maintain records of learners' achievements.

4.9. Controlled assessment

Controls are set for each of the three stages in the assessment process: task setting, task taking and task marking. Controls are set within assessments so that validity and reliability are ensured and that assessors can confidently authenticate learners' work. Controls will also make assessments more manageable for teachers and learners. Within each of the stages the level of control will vary.

The following sections sets out the overall OCR approach for the OCR Functional Skills mathematics at Entry Level.

Centre staff involved in the assessment of Functional Skills should also familiarise themselves with the JCQ document *Instructions for conducting coursework*. This document is reviewed annually and republished each September and can be downloaded from www.jcq.org.uk.

4.10. Task setting

4.10.1 The OCR approach

OCR will set the assessments. The assessments are designed so that they can be used as they are or centres can contextualise them.

A minimum of three sets of the assessment materials will be available to centres at any given time. Each set will be live for 12 months from its issue date and the period for which an assessment task is available for use will be clearly detailed on the front cover. The sets available will be refreshed every 12 months, with additional sets being introduced and any due to expire being replaced.

The OCR assessments have been designed to meet the full assessment requirements of the unit. Learners will need to take part in a planned learning programme that covers the underpinning and problem solving skills of the unit in preparation for completing the designated assessment tasks.

4.10.2 Using the assessment material

The assessment addresses the subject content and therefore only some modification is permitted to ensure that the assessment remains fair and reliable. When modifying the tasks, centres are **only** permitted to change the context, for example, if the context referred to 'seats in a cafe' it could be changed to 'seats on a bus' or the names of people in a question could be changed. Centres should ensure **no change** to the:

- subject content assessed - this means that additional assessment requirements must not be added in or removed when modifying
- subject level of demand assessed - the requirements as included in the *Mark Scheme/Assessment Record Form* must not be changed. Where the context is changed the answers may need to reflect this change, but the subject content and number of marks allocated must not be changed.
- total allocated time of the assessment.

If you wish to adapt the context in line with guidance provided above, it must be set within a real-life situation and must have a clear purpose.

We have ensured that, in the language used and tasks provided, we have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments we use the *OCR Accessibility Principles* notably this includes:

- using language and layout in assessment materials that does not present barriers to learners
- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to learners.

Practice materials must not be used as live material and vice versa.

A *Mark Scheme/Assessment Record Form* will be provided as part of the assessment booklet. This form is designed to be used as a summative record of a learner's assessment, and identifies the criteria the learner needs to achieve in order to pass the Entry Level 1, 2 and 3 assessment. The *Mark Scheme/Assessment Record Form* must be submitted to OCR as evidence of achievement for the learner, together with the learner's responses to the questions.

4.11. Task taking

4.11.1 The OCR approach

Under the process of task taking, levels of control are set for the unit under the key aspects of authenticity, feedback, time, resources and collaboration.

4.11.2 Definitions of the control

(a) **Authenticity control:** Assessors/tutors must be confident that the work they mark is the learner's own. Within Functional Skills mathematics, OCR expects assessors to supervise learners who are undertaking work for internal assessment.

Learners must complete all work for assessment under formal supervision, that is, in direct sight of the tutor/supervisor at all times. It is acceptable for any preparatory work for assessment to be under limited supervision. For example, learners may wish to practice looking up prices from a list or catalogue.

With all internally assessed work, the tutor must be satisfied that the work submitted for assessment is the learner's own work and be able to authenticate it. Your centre must ensure for all learners who participate in the assessment; that plagiarism does not take place; sources used by learners are clearly recorded and each learner's preparation for the final production of work is the learner's own.

When supervising tasks, assessors are expected to:

- Offer learners advice about how best to approach such tasks
- Exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- Exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements
- Ensure that the work is completed in accordance with the qualification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Learners must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to learners being disqualified. Plagiarism sometimes occurs innocently when learners are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that learners understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Learners may refer to quotations or evidence, but they must list their sources. Learners may be asked to sign a declaration to confirm that the work they submit is their own. Centres should reinforce this message to ensure learners understand what is expected of them.

Please note: Centres must confirm to OCR that the evidence produced by learners is authentic when they submit their marks. The *Centre Authentication Form* (CCS160) which can be downloaded from our website (www.ocr.org.uk) includes a declaration for assessors to sign. It is a requirement of the Ofqual Common Criteria for all Qualifications that proof of authentication is available on request to either OCR or the JCQ centre inspection service.

(b) **Feedback control:** The degree of assessor guidance in learners' work will vary according to the kinds of work being undertaken. It should be remembered, however, that learners are required to reach their own judgements and outcomes. Whilst feedback that remains at the general level may be provided to learners, centres **must** ensure that the work submitted for final assessment is the learner's own work. It is not acceptable for assessors to provide model answers or to work through answers in detail. In preparation for assessment, the support and guidance should focus on checking that learners understand what is expected of them during the assessment. For example learners should be advised to read the front cover instructions and task(s) carefully, learners should also be advised how long they have to complete the assessment. Once work has been marked if a learner has not met the requirements centre staff can give a general level of feedback to learners. For example, centre staff can identify what area of work could be improved but not detail how to improve it. Centre staff can remind learners about what they were taught but not how to apply it to improve the work.

If the learner asks for the meaning of a mathematical term in the subject content the tutor must **not** provide a definition.

(c) **Time control:** The time available to learners to complete the assessment task is the same for each Entry Level assessment. There is no requirement to complete the whole assessment in one sitting. Guidance within the OCR assessment materials indicates the ways in which to split the assessment, however, any attempt by the learner at a task that is used for summative assessment must be completed under controlled assessment conditions.

There is no time limit for any preparatory work so this will be over and above the guided learning hours designated for the assessment.

(d) **Resource control:** Access to resources will be limited to those appropriate to the learning and assessment and as required by the task. Learners will need to be provided with the most appropriate materials and equipment to allow them full access to the assessment, within the scope of those permitted. For both the calculator and non-calculator task, basic mathematical equipment should be available, e.g. geometric instruments such as a ruler, protractor etc. A calculator is only permitted for the calculator task and must not be used for the non-calculator task.

(e) **Collaboration control:** Learners must provide evidence of their own individual work. The work of individual learners can be informed by working with others **during preparatory work** for formal discussion, for example, but all learners must be assessed on their own performance.

4.11.3 General guidance on completing the tasks

Learners should be allowed sufficient time to complete the tasks. The evidence should be produced in two sessions by taking the calculator task and non-calculator task separately. Please see [section 4.3](#) relating to the time allocation for each task.

If a learner has access-related needs, please see [section 6.10](#) for guidance on splitting of tasks, extra time and other arrangements.

Each learner must produce individual and authentic evidence for each of the tasks. Centre staff may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them. It is not acceptable for assessors to provide model answers or to work through answers in detail.

4.12. Task marking

4.12.1 The OCR approach

All internally assessed units will be marked by the centre assessor(s) and moderated by the OCR Moderator.

4.12.2 Applying the subject content

The subject content has been applied throughout the assessment tasks. The starting point for marking the tasks is the *Mark Scheme/Assessment Record Form* within each assessment, available on OCR's secure portal.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

The table below details the combined pass marks for the OCR Functional Skills Entry Level Mathematics qualifications:

Qualification	Total Marks Available	Pass Mark
Entry Level 1	32	20
Entry Level 2	36	22
Entry Level 3	40	24

4.13. Quality assuring the controls

It is the responsibility of the Head of Centre to ensure that the controls set out in this section of this specification are imposed. We will quality assure this through a system of centre inspection which will include assuring the centre processes and observing some centre assessment on a sampling basis. For this reason centres may be asked to notify OCR of dates and times when learners are undertaking the tasks which comprise the assessment of the centre assessed units.

4.14. Quality assuring assessment

Each centre is required to provide evidence of its quality assurance process that it uses to ensure its assessment decisions are accurate and consistent across all assessors.

Centres must identify an individual who is accountable to OCR for the centre's assessment decisions. This individual will be responsible for:

- maintaining a list of current assessors
- ensuring that the assessment decisions of all current assessors are accurate
- maintaining records of the outcome of standardisation tasks
- regularly sampling the assessment decisions of all assessors and recording the outcome
- recording advice and actions given to advising assessors in relation to any discrepancies in assessment

Centres are required to keep evidence of moderation and records of any decisions/issues for a minimum of 13 months.

4.15. External moderation

External moderation ensures centres' assessment decisions are accurate and meet the national requirements of this qualification.

OCR Moderators are appointed by us to quality assure centres' assessment decisions.

You must submit learners' work and *Mark Scheme/Assessment Record Forms* via OCR's digital portal.

You should only submit the appropriate documentation for external moderation. We anticipate that you will wish to create programmes of learning for learners towards the completion of this qualification that will generate additional items of evidence. However, we do not require you to submit additional evidence produced by the learner in the course of a task.

We require that all *Mark Scheme/Assessment Record Forms* submitted in support of achievement are signed by the tutor and learner prior to submission for external moderation.

Tutors must check that each aspect of the criteria has been successfully met by the learner before work is signed and submitted for external moderation.

External moderation of a centre's assessment decisions is achieved through systematic sampling. The assessment decisions of the assessor(s) submitting work will be sampled. The outcomes of external moderation will apply to all work submitted in each batch for moderation. No substitution of learners' work will be allowed.

The moderator will complete a *Centre Feedback Report Form* for the batch of submitted assessments. If the centre assessment is inaccurate, the centre will be notified and the claim will be withdrawn. Individual learners can be withdrawn from the claim for clerical/administrative errors only.

Moderators are not empowered to enter into direct contact with centres. Any queries concerning the qualifications or assessment must be directed to OCR, Coventry (see [section 7](#)).

4.16. Re-sits

Learners must attempt the live assessments within the time specified ([see section 4.3](#)) and under controlled assessment conditions. If learners do not meet the minimum overall pass requirements for the assessment, further work will be required.

Centres must provide the learners with a new task on each occasion. Centres must ensure that learners have had sufficient additional teaching and learning time following a failed assessment and before a new attempt.

The Administration area of the OCR website contains guidance on how you must manage the retaking of the tasks and can be found in the 'assessment' section.

4.17. Reporting suspected malpractice

It is the responsibility of the Head of Centre¹ to report (in writing) all cases of suspected malpractice involving centre staff or learners. A *JCQ Report of Suspected Malpractice form* (JCQ/M1), which is available to download from the JCQ website, should be completed and emailed to malpractice@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 OCR.

Further information can be found on our website <https://www.ocr.org.uk/administration/stage-3-assessment/malpractice/>

¹The Head of Centre is defined as the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, e.g. 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

5. Support

5.1. Free resources

The following materials are available on our website:

- Mapping documents
- Exploring the design of our question papers
- Delivery Guides
- Learner style answers
- Sample Assessment Materials
- Practice materials (paper based)
- Schemes of work.

5.2. Endorsed publications

OCR endorses a range of publisher materials to provide quality resources for centres delivering its qualifications. To see any endorsed resources relevant to these qualifications please go to the subject page on the OCR website.

5.3. Our professional development programme (CPD)

As part of our teacher training we offer a broad range of courses. We're constantly looking for ways to improve the support we offer you and to make our professional development programme more accessible and convenient to all.

To find out more about professional development, please visit our website.

5.4. Documents and links

Please go to <https://www.ocr.org.uk/administration/functional-skills/> for further information on the following:

- making entries for Functional Skills
- making claims for Functional Skills qualifications
- results and certificates
- querying results.

For JCQ Publications please go to www.jcq.org.uk for information on the following:

- Suspected Malpractice in Examinations and Assessments
- Ofqual – www.gov.uk/government/organisations/ofqual
- DfE – www.gov.uk/government/organisations/department-for-education

6. Administration and other Information

6.1. Administration

For information on how to administer these qualifications please follow the link to OCR's Administration area, www.ocr.org.uk/administration/.

You will find all the details about how these qualifications runs, what you need to do and when. It covers everything from becoming an OCR centre, to making entries, claiming certificates, special arrangements and contacting us for advice.

6.2. Unique Learner Numbers (ULN) and the Personal Learning Record (PLR)

This is a personal ten-digit number, which is used to ensure learner achievement information can be provided to their Personal Learning Record (PLR). ULNs are provided and administered by the Learning Records Service (LRS).

Learners over the age of 14 in UK education or training can access the PLR using their ULN. Learners keep the same ULN to access their PLR throughout their lives and whatever their level of learning.

Learners that claim certification for publically funded qualifications must have a valid ULN.

Where a learner has a ULN, you must enter their ten digit number in the ULN field when making entries via OCR's secure portal. For learners who do not have a ULN, a claim will still be accepted if you leave this field blank, but OCR will not be able to send these achievements to the PLR.

Further information about this can be found in the [Administration area](#) and at the [Learner Records Service](#).

6.3. Claiming certificates

These are single unit qualifications. Learners who achieve a pass for the unit will be awarded the appropriate certificate, giving the full qualification title.

OCR Entry Level 1 Functional Skills Mathematics

OR

OCR Entry Level 2 Functional Skills Mathematics

OR

OCR Entry Level 3 Functional Skills Mathematics

Learners who do not meet the criteria for a pass, will be issued with a result of fail.

Certificates will be issued directly to your centre for successful learners. In order to ensure that these are automatically issued, you must ensure that the OCR learner number is **always** used where a learner has already achieved one or more units. For more details refer to the Administration area, certificates, <http://www.ocr.org.uk/administration/>.

6.4. Enquiries about results

Under certain circumstances, you may wish to query the result(s) issued to one or more learners.

To find out more about this, please refer to the JCQ Post-Results Services booklet and the Administration area, post results services, <http://www.ocr.org.uk/administration/>.

6.5. Replacement certificates

For details on replacement certificates refer to the Administration area, certificates, <http://www.ocr.org.uk/administration/>.

6.6. Avoidance of bias

We have taken great care in the preparation of these qualifications to avoid bias of any kind. Special focus is given to the eight strands of the Equality Act with the aim of ensuring direct and indirect discrimination is avoided.

6.7. Regulatory requirements

These qualifications comply with Ofqual's *Functional Skills Mathematics Conditions and Requirements* and Department for Education's *Functional Skills Mathematics Subject Content*.

6.8. Mode of delivery

You are free to deliver these qualifications using any mode of delivery that meets the needs of your learner. Whatever mode of delivery is used, you must ensure that learners have appropriate access to the resources.

You should consider the learners complete learning experience when designing learning programmes. This is particularly important where learners are studying part time alongside work commitments as they may bring with them a wealth of experience that should be utilised to maximum effect by your staff.

We do not specify the mode of study or a time limit for the achievement of these qualifications other than the last entry/last certification dates. We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of regulated qualifications and our last entry/certification notification.

6.9. Centre resources and requirements

Centres must provide appropriate assessment facilities for learners that comply with our regulations stated in the *OCR Instructions for Conducting Examinations* which is available to download from the Administration area of our website. This document is reviewed annually and republished each September.

Centres must ensure the learners have the correct resources in order to complete the assessment. For further information please see [section. 4.11](#)

Sample assessment material for the OCR Entry Level Functional Skills Mathematics 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.

Practice papers will also be available on the qualification webpage.

6.10. 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 the OCR Special Requirements team for access arrangements that require exam board approval using an OCR Access Arrangements Form (available on the OCR website). Several arrangements are centre delegated i.e. these do not require OCR approval. Details of selected arrangements can be seen in the table later in this section, but full details are available on the OCR website.

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

(Where there is an asterisk * please see notes as there may be exceptions).

Arrangements	Permissible in Entry Level Functional Skills?	Notes
Extra time (Record on 'OCR Centre Permitted Arrangements Form')	Yes	Extra time can be granted by the centre based on evidence of need. For a learner who requires and is granted extra time, the centre is allowed to split the tasks, based on evidence of need (see <i>Splitting of Tasks</i>)
Practical Assistant (Record on 'OCR Centre Permitted Arrangements Form')	Yes	A practical assistant can operate a calculator following a learner's instructions. A learner can be supported to use a ruler, pair of compasses or other equipment. A learner can only be given credit for their own work. Any work or task done entirely by a practical assistant cannot earn the learner marks

Reader or Computer Reader (Record on 'OCR Centre Permitted Arrangements Form')	Yes	A reader or computer reader can be granted by the centre based on evidence of need.
Scribe or Speech Recognition Technology (Record on 'OCR Centre Permitted Arrangements Form')	Yes	A scribe or speech recognition technology can be granted by the centre based on evidence of need. A scribe must write what the candidate indicates whilst undertaking the task.
Splitting of Tasks (Record on 'OCR Centre Permitted Arrangements Form')	Yes	<p>The Calculator task may be split across two sessions if required on account of a learner's disability or learning difficulty, based on evidence of need. It is recommended the split of the Calculator task is appropriate for the learner, this needs to be recorded on the 'OCR Centre Permitted Arrangements Form' and kept on file for inspection by us.</p> <p>Centres must ensure learners do not have sight of the assessment between the sessions. Learners should only view the section of material they are taking in that session. The centre must collect in the material at the end of each session and store securely. No feedback can be provided between the sessions.</p> <p>Please be aware when splitting a task that the tasks are designed to build progressively, therefore, questions will build as the tasks progress. You may wish to bear this in mind when splitting the tasks and time allocated.</p>
Braille Transcripts (No need to record)	Yes	If a candidate creates responses in Braille, a transcript of this is mandatory.
Calculator (No need to record)	Yes*	Except in the non-calculator task, as indicated within a question paper.
Communicator, Signer or Communication Professional (No need to record)	Yes	
Dictionaries/bilingual dictionaries (No need to record)	Yes	No restriction in Entry level Functional Skills Mathematics.

Modified question papers, including Braille. (No need to record)	Yes	These can be created for your learner(s) within the centre. Versions with enlarged fonts and/or diagrams can be produced and provided to candidates with visual impairments. Assessments can be provided to blind candidates in Braille.
Supervised rest break (No need to record)	Yes	If breaks are such that splitting the session is required, please see notes on <i>Splitting of Tasks</i> .
Transcripts	No	Candidates with illegible writing should use a Word Processor or a Scribe whilst undertaking their task or assessment. A post assessment transcript is not permitted of hand written responses.
Word Processor (No need to record)	Yes	

If a learner has complex needs and requires an adjustment not listed here. Please contact srteam@ocr.org.uk to discuss whether a reasonable adjustment can be agreed and put in place for the learner.

7. Contacting us

7.1. Feedback and enquiries

We aim to provide consistently great customer service and your feedback is invaluable in helping us to achieve our goal. For questions about our qualifications, products and services, please contact the Customer Support Centre. To leave your feedback on the OCR website, people and processes please use our feedback form.

Write to: Customer Support Centre
OCR
Progress House
Westwood Way
Coventry
CV4 8JQ

Telephone: 024 76 851509
Fax: 024 76 421944
Email: vocational.qualifications@ocr.org.uk

Alternatively, you could visit OCR's website at www.ocr.org.uk for further information about OCR qualifications.

7.2. Complaints

We are committed to providing a high quality service but understand that sometimes things can go wrong. We welcome your comments and want to resolve your complaint as efficiently as possible. To make a complaint please follow the process set out on our [website](#).

www.ocr.org.uk

OCR Customer Support Centre

Vocational qualifications

Telephone 02476 851509

Facsimile 02476 851633

Email vocational.qualifications@ocr.org.uk

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