

OCR Entry Level Certificate in Mathematics R448 specification

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Why choose OCR Entry Level Maths?

Our Entry Level Certificate in Mathematics qualification offers students the opportunity to build their confidence in using mathematics, applying mathematics to relevant, realistic situations, and using their mathematics knowledge to solve problems.

Accessible and flexible

The qualification is aimed at students who may not be ready for a GCSE, or who will benefit from reinforcing their basic mathematics skills while studying towards the GCSE.

It is designed to be accessible to a diverse range of students, including underachievers, special needs candidates and adult returners. With this in mind, we've created a qualification that is accessible, flexible and straightforward to administer, ensuring that all our centres and students can get the maximum benefit from the course.

A convenient choice

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

Manage students' progress

Each student receives a 'Mathematics Progress Profile', to split the course up into manageable stages and motivate them to further their knowledge through a series of teacher-managed awards. The Progress Profile is also an excellent aid to teachers, and is complemented by the textbook Entry Level Mathematics by Seager, Watson and West (Hodder Education) and additional support materials from OCR.

The course is designed to be taken over a year but is flexible enough to be taken over shorter or longer periods. The qualification provides students with a basis for progression towards a GCSE in Mathematics, other related courses, and future employment.



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1.1 Overview of OCR's Entry Level Certificate in Mathematics

The assessment is made up of a single unit, comprising two assessed tests and two assessed task papers. The assessment is out of 100 marks in total, with three levels of award available: Entry 1, Entry 2, and Entry 3. At any one time, two versions of each paper will be available to provide re-sit opportunities. Papers can be re-used to provide further re-take opportunities. However, an identical test must not be re-used by a Centre within a two week period, although the alternative version can be used in that period.

Students are also issued with a Mathematics Progress Profile, for which teachers can award certificates as candidates progress through the course.

Assessment materials and support materials can be downloaded from OCR Interchange free of charge.

The course is designed to be taken over one year but is flexible, so can be taken over a longer or shorter period if required.

Entry Level Mathematics (R448)

Assessed Written Tests

A Preliminary Written test (**R448/W1**) and a Final Written test (**R448/W2**). Each is out of 30 marks, and can be taken in lesson time, lasting approximately 40 minutes. All tests are teacher marked.

Note: Content for the course is split so that W1 may be taken partway through the course.

Plus

Assessed Tasks

An Aural task (**R448/A**), and a Practical task (**R448/P**). Each is out of 20 marks; the Aural task can be administered by the teacher in groups or on a one-one basis. All tasks are teacher marked.

Note: Content for the course is split so that the Aural task may be taken partway through the course.

Plus

Mathematics Progress Profile (Optional and does not count towards the final grade)

Each student receives a Mathematics Progress Profile. The course content has been split into 6 stages, so that teachers and candidates can progress through the course in manageable steps using the Progress Profile. Progress award certificates can be awarded by the teacher at the completion of stages to provide a sense of achievement for the candidate, and to motivate candidates for the duration of the course.

1.2 What is new in OCR's Entry Level Certificate in Mathematics?

This section is intended for teachers who currently use OCR's Entry Level Mathematics A (3910) and OCR's Entry Level Mathematics B (3913). It highlights the differences between the current Entry Level Mathematics specifications, A and B, and this new specification for first teaching in September 2010.

	What stays the same?	What changes?
Structure:	<ul style="list-style-type: none"> It's a flexible, accessible mathematics course aimed at a diverse range of students and centres. Award of Entry 1, Entry 2, or Entry 3 is made, based on performance in assessments. 	<ul style="list-style-type: none"> There is a single Entry Level specification. The introduction of Progress Profile awards will motivate students and guide less experienced teachers through the course. It is simpler to administer.
Content:	<ul style="list-style-type: none"> Assessment Objectives and assessed content are largely unchanged, with Entry 1, Entry 2 and Entry 3 content broadly based on Levels 1, 2 and 3 of the National Curriculum. 	<ul style="list-style-type: none"> Content is split into manageable stages for the Progress Profile. Content is split so that the Preliminary Written test (W1) and the Aural task (A) may be taken partway through the course.
Assessment:	<ul style="list-style-type: none"> A range of assessed tests and tasks, including written, practical and aural, encourage the development of a range of mathematics skills. Questions are relevant and realistic. Tests are similar in style to the 3910/02 In-Course Tests. 	<ul style="list-style-type: none"> Assessment consists of two assessed tests and two assessed tasks. Tests and tasks are available to download from OCR Interchange. Tests and tasks are 100% teacher-marked. There are no externally marked examinations.

1.3 Guided Learning Hours

There are no specified guided learning hours for this course but typically the course could take between 60 and 120 guided learning hours depending on the ability of the candidates and the delivery approach adopted.

2.1 Specified Content

Ref.	Entry 1	Entry 2	Entry 3
D1	Tally objects using recognised notation	Understand and complete a tally chart including numerical frequency	
D2		Construct a bar graph, stick graph or pictograph from given data	Interpret frequency diagrams or pie charts
D3	Sort and classify objects using every day language		
D4		Extract information from printed lists with a maximum of two columns or two rows	Extract information from printed lists with more than 2 columns or rows
D5			Read and use simple travel timetables and other common two-way tables
D6			Extract simple information from a calendar
N1	Write, order and verbalise whole numbers up to 10	Verbalise numbers up to 100; know the value of each digit in a 2-digit number	Write, order and verbalise whole numbers up to 1000
N2	Use the terms first, second, third, fourth, fifth including sequencing events	Count on in twos, not exceeding 50	Count on in tens from any two-digit number not exceeding 100 and count back from any two-digit number down to zero
N3	Understand vocabulary associated with the comparison of number such as: 'how many', 'the same as', 'more', 'less', 'less than', 'greater than', 'fewer'	Understand vocabulary associated with calculating with number such as: add, subtract, plus, minus, take-away, total, sum, difference	Understand vocabulary associated with number such as multiply, divide, times, share, double, twice, halve

Ref.	Entry 1	Entry 2	Entry 3
N4	Use apparatus to add and subtract numbers to 10	Recall addition and subtraction facts up to 10	Recall addition and subtraction facts up to 20
N5	Understand and use the vocabulary of estimation, giving sensible estimates of a number of objects that can be checked by counting (not more than 10 objects)	Mentally add several single-digit numbers	Add or subtract two whole numbers (up to three digits) without a calculator
N6	Within the range 0 to 10, give a number that is 1 more or less than a given number	Within the range 1 to 20, give a number that is 1 or 10 more or less than a given number	Add a single digit number to a number less than 1000; add multiples of ten
N7		Recognise the odd and even numbers from 1 to 50	Multiply a whole number by 10; recognise when numbers can be divided by 10
N8			Add and subtract sums of money, using a calculator where necessary; solve problems involving addition and subtraction of numbers up to 2 digits
N9		Add or subtract two whole numbers on a calculator	Add, subtract, multiply or divide whole numbers up to 2-digits using a calculator, with or without a context
N10		Write and order numbers up to 100; enter and interpret numbers on a calculator	Order one digit decimals; add and subtract decimals on a calculator
N11			Know and use multiplication by 2, 5, 10 up to 10×10 , and use this knowledge in multiplication and division problems

Ref.	Entry 1	Entry 2	Entry 3
N12	Solve problems involving addition and subtraction involving whole numbers less than 10	Choose the appropriate operation (- or +) to solve simple problems;	Choose appropriate operations (x or ÷) to solve simple problems;
N13	Give a number lying between two other numbers between 1 and 10.	Give one or more numbers lying between two other numbers up to 50.	
N14			Perform simple calculations where the units of the quantities are whole numbers of millions or thousands.
N15	Find the missing whole number, represented by a box or other symbol and not exceeding 10 in problems of the form $4 + \square = 8$ using + and -.	Find the missing whole number, represented by a box or other symbol in problems of the form $10 + \square = 14$, $\square - 3 = 5$, using + and -, not exceeding 20	Find the missing whole number, represented by a box or other symbol in problems of the form $40 \div \square = 20$, $\square \times 3 = 15$, using all four operations
N16	Recognise and continue repeating patterns, counting the number of objects in each repeat	Recognise and continue number patterns	Explain how to find the next number in a simple number pattern
N17		Complete a sequence in 2s, 5s 10s up to 30	Complete sequences of integers where the common difference is 10 or less.
N18		Count back in 3s and 4s	
N19		Recognise half, quarter and three quarters in words and numbers; represent these fractions in diagrams. Fractions may be given in words or digits	Calculate halves and quarters of quantities where the answer is an integer. Use halves and quarters in appropriate context
N20		Recognise that two halves or four quarters make one whole and that two quarters and one half are equivalent	

Ref.	Entry 1	Entry 2	Entry 3
N21	Recognise British coins in everyday use	Select coins equivalent to an amount of money up to 50p; give change from 50p	Select coins equivalent to an amount of money up to £5; give change from £5
N22		Use £ and p notation	Solve problems involving multiplication or division of money by a whole number no greater than 10
N23			Convert from pence to pounds and vice versa; order sums of money
S1	Visually compare lengths, understand and use terms such as 'longer than', 'longest', 'shortest', 'shorter than'	Use a ruler to draw and measure lines in cm (to the nearest cm) and mm (to the nearest 5mm)	
S2	Understand and use the terms 'behind', 'in front of', 'above', 'below', 'right', 'left', 'next to'	Measure lengths up to 100 mm and measure out lengths in metres using a metre rule or equivalent	
S3	Draw a simple plane shape on a square grid	Know the terms square and rectangle and know and use the simple properties of these shapes; draw a simple plane shape using pencil and ruler only	
S4	Know the terms circle, square, rectangle, triangle, star	Know the terms pentagon, hexagon, octagon, side, edge, corner	Know the terms cube, cuboid, pyramid, sphere, cone, cylinder, point, face, curved face
S5		Identify and draw single vertical lines of symmetry; understand the terms 'symmetry', 'symmetrical'	Identify and draw shapes which have horizontal and/or vertical lines of symmetry
S6			Understand the terms reflection and reflection symmetry; recognise simple plane shapes, patterns or pictures that have reflection symmetry

Ref.	Entry 1	Entry 2	Entry 3
S7	Recognise and continue simple repeating spatial patterns	Recognise and continue simple spatial patterns	Explain how to find/ draw the next shape in a simple spatial pattern
S8		Recognise right angles and angles smaller or larger than a right angle	Understand the terms 'right angle' and 'parallel to'
S9			Understand and use the four points of the compass
S10			Understand the terms 'clockwise' and 'anticlockwise' and the idea of quarter, half and three quarters of a turn
S11	Sort and classify shapes using every day language eg flat, curved, rounded, straight, sides, corners	Identify pictures of three-dimensional objects	Make and describe shapes and patterns; eg explore the shapes that can be made with four cubes
S12	Compare weights of common objects including using terms such as 'heavier than', 'lighter than', 'heaviest', 'lightest'	Judge whether an object weighs more or less than a kilogram; weigh an object less than a kilogram and read the scales commonly used on kitchen scales (scales with which the candidate is familiar with)	
S13		Recognise the following abbreviations for units: cm, mm, m, kg, l	Recognise and use the following abbreviations: mm, cm, m, km, g, kg, ml, l (in formats occurring on packages, tins etc)
S14		Read and mark a scale or dial whose divisions represent 1 unit, which are labelled in 1s or 2s (numbers up to 100)	Read and mark a scale or dial whose divisions are labelled and represent 2, 5 or 10 units

Ref.	Entry 1	Entry 2	Entry 3
S15		Read scales showing temperatures above zero and compare positive integer temperatures (scales graduated and labelled in 1s or 2s)	Read scales showing temperatures above and below zero and compare temperatures (scales graduated in units and labelled in at least 10s)
S16		Read and mark a scale or dial whose divisions represent 1 unit or use a number line where the divisions represent 1 unit (numbers up to 10) with at least two divisions marked	
S17	Use language associated with time eg morning, afternoon, evening, night	Understand and use am/pm method of stating time	
S18		Read digital and analogue clocks (in hours and in five minute intervals)	
S19			Work out starting and finishing times and intervals, up to one hour for times given in multiples of 10 minutes
S20			Know: 60 seconds = 1 minute, 60 minutes = 1 hour, 24 hours = 1 day
S21			Know and use basic calendar facts (eg days in a week, fortnight, month, months in a year) including common abbreviations eg Mon, Jan; use a calendar to solve problems

2.2 About the content of this specification

The specification content corresponds broadly to the National Curriculum in Mathematics up to and including level 3, and is tiered in three levels: Entry 1, Entry 2, and Entry 3 (the highest level of attainment).

The content is divided into sections preceded by the letters **D**, **N** and **S**.

- Content reference preceded by letter **D** relates to Assessment Objective AO4: 'Handling Data'.
- Content reference preceded by letter **N** relates to AO2: 'Number'.
- Content reference preceded by letter **S** relates to AO3: 'Shape, Space and Measures'.

Assessment Objective AO1: 'Using and Applying Mathematics' is demonstrated by the student utilising knowledge across the whole of the content above and applying it within the assessments.

Important note: The Preliminary Written test (W1) and the Aural task (A) are assessed on the content that appears in the shaded boxes in the content. This enables these two assessments to be taken partway through the course should this be judged appropriate for the students and the centre.

The entire range of content may be sampled within the Final Written test (W2) and the Practical task (P).

3.1 Overview of the assessment in Entry Level Certificate in Mathematics

Overview of R448 assessment

Assessment is marked by the teacher out of a total of 100 marks

The assessment consists of two test and two task papers: a Preliminary Written test (W1), a Final Written test (W2), an Aural task paper (A), and a Practical task paper (P). The assessment is out of 100 marks in total, with three levels of award: Entry 1, Entry 2, and Entry 3 (the highest).

At any one time, two versions of each test are available to provide re-sit opportunities.

Preliminary Written test (W1)

30% of the total marks
30 marks

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

Candidates answer on the question paper. Calculators and geometrical instruments may be used.

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

Final Written test (W2)

30% of the total marks
30 marks

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

Candidates answer on the question paper. Calculators and geometrical instruments may be used.

The test may assess any material from the specification content in Section 2.

Aural task

20% of the total marks
20 marks

The task assesses candidates' mental arithmetic skills. It may be administered on a one-to-one basis or to a group of candidates. Calculators, rulers and other measuring devices must **not** be used. Rough working is allowed when doing the task.

The Aural task is in two sections. Both sections may be taken in one session or they may be taken on different occasions. The material assessed is based on the shaded criteria from the specification content. Section 1 is assessed on material at Entry 1 standard and section 2 is assessed on material at Entry 2 and Entry 3 standard.

Practical task

20% of the total marks
20 marks

The task assesses Using and Applying Mathematics. It may be conducted on a one-to-one basis or to a group of candidates. Candidates may have the questions read to them and the tasks explained. However, it is expected that candidates will respond to the tasks independently. They must be given the opportunity to make their own decisions about which materials and apparatus to use.

Candidates' written work and a record of relevant interaction with the teacher, together with marks awarded, must be retained for the use of the Moderator.

3.2 Assessment Availability

There is one assessment series each year, in June.

3.3 Assessment Objectives

Students are expected to demonstrate the following four Assessment Objectives in the context of the content described:

AO1 - Using and Applying Mathematics	<ul style="list-style-type: none"> Show, in the context of number, shape, space and measures and data handling that they can decide how to solve problems, apply mathematical reasoning and communicate mathematically.
AO2 - Number	<ul style="list-style-type: none"> Understand place value and the decimal number system; understand and use relationships between numbers and develop methods of computation; solve numerical problems; understand and use functional relationships.
AO3 - Shape, Space, and Measures	<ul style="list-style-type: none"> Understand and use properties of shape; understand and use properties of position, movement and transformation; understand and use measures.
AO4 - Handling Data	<ul style="list-style-type: none"> Represent and Interpret Data.

3.4 Assessment Objective Weightings

The overall assessment is designed to test all the assessment objectives. The majority of the assessment relates to 'Number' and 'Shape, Space, and Measures'. A smaller proportion of the assessment relates to 'Handling Data'. 'Using and Applying' Mathematics' is integrated with the other three assessment objectives as an integral part of the assessment.

3.5 Awarding of grades

The tests and tasks are marked by the teacher according to the mark schemes provided by OCR. They must be marked as soon as possible after they have been completed by the candidates. The marks must be recorded and the scripts kept securely until required by the Moderator. Marks are submitted to OCR in accordance with OCR's procedures.

The grades awarded for the Entry Level Certificate are at three levels: Entry 1, Entry 2 and Entry 3; the awarded grade is displayed on the certificate accordingly.

All mark schemes are written to address the following targeted thresholds:

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

3.6 Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. It might conceal weakness in one aspect of the examination which is balanced by a better performance in some other.

Entry 1

Candidates use mathematics as an integral part of classroom activities. They represent their work with objects or pictures and discuss it. They recognise a simple pattern or relationship, usually based on their experience.

Candidates count, order, add and subtract numbers when solving problems involving up to 10 objects. They read and write the numbers involved. Candidates recognise and make repeating patterns, counting the number of each object in each repeat.

When working with 3-D and 2-D shapes, candidates use everyday language to describe properties and positions. They measure and order objects using direct comparison, and order events.

Candidates sort objects and classify them, demonstrating the criterion they have used.

Entry 2

Candidates select the mathematics for some classroom activities. They discuss their work using familiar mathematical language and are beginning to represent it using symbols and simple diagrams. They ask and respond appropriately to questions including 'What would happen if...?'. Candidates count sets of objects reliably, and use mental recall of addition and subtraction facts to 10. They have begun to understand the place value of each digit in a number and use this to order numbers up to 100. They choose the appropriate operation when solving addition and subtraction problems. They identify and use halves and quarters, such as half of a rectangle or a quarter of eight objects. They recognise sequences of numbers, including odd and even numbers.

Candidates use mathematical names for common 3-D and 2-D shapes and describe their properties, including numbers of sides and corners. They distinguish between straight and turning movements, understand angle as a measurement of turn, and recognise right angles in turns. They have begun to use everyday non-standard and standard units to measure length and mass.

Candidates sort objects and classify them using more than one criterion. When they have gathered information, candidates record results in simple tables, block graphs and diagrams, in order to communicate their findings.

Entry 3

Candidates try different approaches and find ways of overcoming difficulties that arise when they are solving problems. They are beginning to organise their work and check results. Candidates discuss their mathematical work and are beginning to explain their thinking. They use and interpret mathematical symbols and diagrams. Candidates show that they understand a general statement by finding particular examples that match it.

Candidates show understanding of place value in numbers up to 1000 and use this to make approximations. They have begun to use decimal notation and to recognise negative numbers, in contexts such as money, temperature and calculator displays. Candidates use mental recall of addition and subtraction facts to 20 in solving problems involving larger numbers. They use mental recall of the 2, 5 and 10 multiplication tables, and others up to 5×5 , in solving whole-number problems involving multiplication or division, including those that give rise to remainders. Candidates use calculator methods where numbers include several digits. They have begun to develop mental strategies, and use them to find methods for adding and subtracting numbers with at least two digits.

Candidates classify 3-D and 2-D shapes in various ways using mathematical properties such as reflective symmetry. They use non-standard units and standard metric units of length, capacity, mass and time, in a range of contexts.

Candidates extract and interpret information presented in simple tables and lists. They construct bar charts and pictograms, where the symbol represents a group of units, to communicate information they have gathered, and they interpret information presented to them in these forms.

4. Regulations for internally assessed work

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4.1 Internal Assessment Tasks

All internal assessment tasks are set by OCR. Internal assessment tasks are available from Interchange. Guidance on how to access internal assessment tasks from Interchange is given on the OCR website.

<http://www.ocr.org.uk/interchange/repository/index.html>

4.2 Supervision and authentication of internally assessed work

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

When supervising internally assessed tests and tasks, teachers are expected to:

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

Work should, wherever possible, be carried out under supervision. However, it is accepted that some tasks may require candidates to undertake work outside the centre. Where this is the case, the centre must ensure that sufficient supervised work takes place to allow the teachers concerned to authenticate each candidate's work with confidence.

4.3 Marking and Moderation

All work for internally assessed tasks or tests is marked by the centre assessor.

4.3.1 Authentication of work

Teachers must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the teacher should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Candidates 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 the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material.

Both candidates and teachers must declare that the work is the candidate's own:

Each candidate must sign a declaration before submitting their work to their teacher. A candidate authentication statement that can be used is available to download from the OCR website. These statements should be retained within the centre until all enquiries about results, malpractice and appeals issues have been resolved. **A mark of zero must be recorded if a candidate cannot confirm the authenticity of their work.**

- **Teachers** are required to declare that the work submitted for internal assessment is the candidate's own work by sending the moderator a centre authentication form (CCS160) for each unit at the same time as the marks. If a centre fails to provide evidence of authentication, **we will set the mark for that candidate(s) to Pending (Q) for that component until authentication can be provided.**

4.4 Internal standardisation

It is important that all internal assessors work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In subsequent years, this, or centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

4.5 Submitting marks and authentication

All work for controlled assessment is marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR **and** marks and centre authentication forms are submitted to your moderator: refer to the OCR website for submission dates of the marks to OCR.

There should be clear evidence that work has been attempted and some work produced. If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component. If a candidate completes any work at all for an internally assessed component, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

4.6 Submitting samples of candidate work

4.6.1 Sample requests

Once you have submitted your marks, your exams officer will receive an email requesting a moderation sample. Samples will include work from across the range of attainment of the candidates' work.

The sample of work which is presented to the moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Section 4.3. Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each candidate's file. The cover sheet can be downloaded from the qualification pages of the OCR website: www.ocr.org.uk.

When making your entries, the entry option specifies how the sample for each unit is to be submitted. For each of these units, all candidate work must be submitted using the **same entry option**. It is not possible for centres to offer both options for a unit within the same series. You can choose different options for different units. Please see the Section 7.1 for entry codes.

4.6.2 Submitting moderation samples via post

The sample of candidate work must be posted to the moderator within three days of receiving the request. You should use one of the labels provided to send the candidate work.

We would advise you to keep evidence of work submitted to the moderator, e.g. copies of written work or photographs of practical work. You should also obtain a certificate of posting for all work that is posted to the moderator.

4.6.3 Submitting the moderation samples via the OCR Repository

The OCR Repository, which is accessed via Interchange, is a system which has been created to enable centres to submit candidate work electronically for moderation. It allows centres to upload work for several candidates at once but does not function as an e-portfolio for candidates.

Once you receive your sample request, you should upload the work to the OCR Repository within three days of receiving the request. Instructions for how to upload files to OCR using the OCR Repository can be found on the OCR website.

It is the centre's responsibility to ensure that any work submitted to OCR electronically is virus-free.

4.7 External moderation

The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

At this stage, if necessary, centres may be required to provide an additional sample of candidate work (if marks are found to be in the wrong order) or carry out some re-marking. If you receive such a request, please ensure that you respond as quickly as possible to ensure that your candidates' results are not delayed.

In order to help you implement this Entry Level Certificate in Mathematics specification effectively, OCR offers a comprehensive package of support. This includes:

5.1 Free resources available from the OCR website

The following materials are available on the OCR website www.ocr.org.uk :

- Entry Level Certificate in Mathematics Specification.
- Specimen Assessment Materials.
- A Teacher's Guide to help teachers and exams officers administer the assessment.
- A Mathematics Progress Profile to chart each student's progress.
- Progress certificates are available for the teacher to award to students to provide recognition of their work and motivate them for the rest of the course. These are downloaded from OCR Interchange.
- Some additional teaching materials.

5.2 Other resources

A textbook 'Entry Level Mathematics' by Seager, Watson and West published by Hodder Education is available for use with the course. The textbook can be used independently or together with the Mathematics Progress Profile to complement the course.

5.3 Training

For more information, please go to <http://www.ocr.org.uk/training>

5.4 OCR Support Services

OCR Interchange

Interchange (<https://interchange.ocr.org.uk>) is a free, secure website that has been developed to help exams officers and teachers carry out day-to-day administrative functions online quickly and efficiently. The site supports every stage of the exam cycle - allowing centres to make entries, submit controlled assessment marks, view results, download controlled assessment, past papers and mark schemes, and apply for post-results services as well as providing links to request access arrangements and access Active Results and the OCR Repository. As Interchange is updated daily, it is always the place to view the most accurate information.

If your centre does not currently have an Interchange account, please complete and return the Interchange Agreement, which can be downloaded from the OCR website, to receive your login details. If your centre has an account but you are a new user, or your existing account needs to be updated, please contact your Centre Administrator (usually the exams officer).

6. Access arrangements for Entry Level Certificate in Mathematics

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Arrangements for candidates with special needs for Entry Level Certificate specifications are based on the principle that the centre is best able to assess the needs of the candidate and the appropriateness of the arrangements required. Arrangements for candidates with special needs should not advantage nor disadvantage a particular candidate, nor should they reduce the reliability and validity of the assessment.

The arrangements for candidates with special needs are more flexible than those currently available at GCSE and as such it should not be assumed that any arrangements made at Entry Level Certificate Level will automatically be available at GCSE or GCE Level. Please consult the JCQ booklet *Access Arrangements, Reasonable Adjustments and Special Consideration*. Entry Level Forms are available on the JCQ website (Forms 11-13).

The following arrangements can be made for candidates without permission being sought:

- mechanical and technological aids may be used by candidates who are physically dependent on them; (screen readers must not be used in reading texts);
- instructions regarding the conduct of any tests or tasks may be simplified;
- language support staff may provide linguistic help; (please see regulations relating to readers and scribes, sign language and oral language modifiers);
- bilingual and word exchange lists may be used.

For information relating to permission to use the following special arrangements, please consult the JCQ booklet *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Under certain circumstances:

- the teacher may act under the candidate's instructions to perform simple physical actions which the candidate is unable to undertake; (please see regulations on the use of practical assistants);
- mechanical and technological aids may be used by candidates who generally use them in their normal work; (for screen readers, please see regulations relating to readers);
- communicators or signers may be used;
- readers and amanuenses may be used;
- the tests may be modified as necessary for visually impaired candidates. It is the responsibility of the centre to Braille or enlarge the tests.

It is expected that, generally, the candidate's own teacher will act as a communicator, a signer, a reader or an amanuensis.

Further clarification of any special arrangements may be obtained by consulting the JCQ booklet *Access Arrangements, Reasonable Adjustments and Special Consideration* or by contacting OCR Special Requirements Team.

7. Administration of Entry Level Certificate in Mathematics

7.1 Assessment materials

Assessment materials are available for download from OCR interchange.

7.2 Making entries

Centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries.

Submitting entries accurately and on time is critical to the successful delivery of OCR's services to centres. Entries received after the advertised deadlines can ultimately jeopardise the final production and delivery of results. Therefore, please make sure that you are aware of the entry deadlines, which are available on the OCR website.

Both estimated and final entries must be made in the certification year. Estimated entries, giving estimated numbers only, are needed for the appointment of the centre Moderator and final entries provide the necessary individual candidate details.

Candidates should be entered for the qualification code **R448**.

It is essential that entry codes are quoted in all correspondence with OCR.

For this qualification candidates must be entered for either component 01 (electronic submission via the OCR Repository) or 02 (postal moderation). Centres must enter all of their candidates for **one** of these components. It is not possible for centres to offer both components within the same series.

Entry option code	Component code	Submission method
R448A	01	<i>OCR Repository</i>
R448B	02	<i>Postal moderation</i>

7.2.1 Restriction on candidate entries

Candidates who enter for this Entry Level specification **may not** also enter for any Entry Level specification with the certification title Mathematics in the same examination series. This does not apply to Entry Level Functional Skills Mathematics.

7.3 Qualification re-sits

Candidates may enter for the qualification an unlimited number of times.

7.4 Grading and award of certificates

Final certification is available from OCR on a three-point scale of grades: Entry 1, Entry 2 and Entry 3, where Entry 3 is the highest grade available.

7.5 Enquiries about results

Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about Results for this qualification must be made immediately following the series in which the qualification was taken (by the Enquiries about Results deadline).

Please refer to the *JCQ Post-Results Services* booklet and the *OCR Admin Guide: 14-19 Qualifications* for further guidance about action on the release of results. Copies of the latest versions of these documents can be obtained from the OCR website.

8. Other information about Entry Level Certificate in Mathematics

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8.1 Overlap with other qualifications

There is some overlap of content with GCSE Mathematics, although the assessment requirements are different.

8.2 Progression from this qualification

This Entry Level qualification is a general qualification designed to enable candidates to progress either directly to employment or to Foundation Level courses.

The progress of some candidates during the course might be sufficient to allow their transfer to a Mathematics GCSE course.

8.3 Avoidance of bias

OCR has taken great care in preparation of this specification and assessment materials to avoid bias of any kind.

8.4 Regulatory Requirements

This specification complies in all respects with *The Statutory Regulation of External Qualifications 2004*.

8.5 Language

This specification and associated assessment materials are in English only.

8.6 Spiritual, moral, ethical, social, legislative, economic and cultural issues

During the course there are opportunities to promote candidates' spiritual, moral, social and cultural development.

Spiritual development

Through helping candidates look at the underlying mathematical principles behind natural forms and patterns.

Moral development

Through helping candidates recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them to learn the value of mathematical truth.

Social development

Through helping candidates work together productively on mathematical tasks and helping them see that the result is often better than any of them could achieve separately.

Cultural development

Through helping candidates appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematics from many cultures have contributed to the development of modern day mathematics.

8.7 Sustainable development, health and safety considerations and European developments, consistent with international agreements

OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification. European examples should be used where appropriate in the delivery of the subject content.

Although this specification does not make specific reference to the European Dimension it may be drawn into the course of study in a number of ways.

8.8 Key Skills

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

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

Unit	C 1	AoN 1	IT 1	WwO 1	IoLP 1	PS 1
R448	✓	✓		✓	✓	✓

8.9 Citizenship

Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for Citizenship. Parts of the programme of study for Citizenship (2007) may be delivered through an appropriate treatment of other subjects.

This section offers examples of opportunities for developing knowledge, skills and understanding of citizenship issues during this course.

This Mathematics specification aids candidates in analysing **how information is used in public debate and policy formation, including information from the media and from pressure and interest groups**, through its statistical content.

The key process of **critical thinking and enquiry** can be developed, for example, where candidates have to decide for themselves how to solve a mathematical problem, or decide which information is relevant and redundant.

Need more help?

Our aim is to assist you however we can.

As well as giving you a toolkit of support services and resources to pick and choose from, we are also here to help you with specialist advice, guidance and support for those times when you simply need a more individual service.

Here's how to contact us for specialist advice:

By phone: [0300 456 3142](tel:03004563142)

By email: maths@ocr.org.uk

By fax: [024 76 851633](tel:02476851633)

By post: [Customer Contact Centre, OCR, Progress House, Westwood Business Park, Coventry CV4 8JQ](#)



IMPORTANT NOTICE

Please note this specification and the information contained in it was correct at the time of going to print.
The latest version will always be available on www.ocr.org.uk

R448/S/10

www.ocr.org.uk

OCR customer contact centre

Entry Level Maths

Dedicated Maths Support Line 0300 456 3142

Facsimile 024 76 851633

Email maths@ocr.org.uk

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