



## Entry Level Certificate

---

# Mathematics 4930 2011

Material accompanying this Specification

- Specimen Assessment Materials

# SPECIFICATION

This specification will be published annually on the AQA Website ([www.aqa.org.uk](http://www.aqa.org.uk)). If there are any changes to the specification centres will be notified in print as well as on the Website. The version on the Website is the definitive version of the specification.

Further copies of this specification booklet are available from:

AQA Logistics Centre, Unit 2, Wheel Forge Way, Ashburton Park, Trafford Park, Manchester, M17 1EH.

Telephone: 0870 410 1036 Fax: 0161 953 1177

or

download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2009 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

# Contents

## Background Information

<b>1</b>	Entry Level Certificates	5
<b>2</b>	Specification at a Glance	7
<b>3</b>	Availability of Assessment Units and Entry Details	8

## Scheme of Assessment

<b>4</b>	Introduction	9
<b>5</b>	Aims	11
<b>6</b>	Assessment Objectives	12
<b>7</b>	Scheme of Assessment	13

## Subject Content

<b>8</b>	Summary of Subject Content	15
<b>9</b>	Unit 1, Number Part A	16
<b>10</b>	Unit 2, Number Part B	19
<b>11</b>	Unit 3, Money	22
<b>12</b>	Unit 4, Calendars and Time	26
<b>13</b>	Unit 5, Shape and Space	30
<b>14</b>	Unit 6, Measures	33
<b>15</b>	Unit 7, Handling Data	36
<b>16</b>	Unit 8, Aural	39

## Basic Skills and Other Issues

<b>17</b>	Basic Skills	40
<b>18</b>	Spiritual, Moral, Ethical, Social, Cultural and Other Issues	41

## Portfolio of Work

<b>19</b>	Nature of the Portfolio Work	42
<b>20</b>	Guidance on Setting the Internally-assessed Class Work	43
<b>21</b>	Assessment Criteria and Presentation of Evidence	44
<b>22</b>	Supervision and Authentication	47
<b>23</b>	Standardisation	48
<b>24</b>	Administrative Procedures	49
<b>25</b>	Factors Affecting Individual Candidates	50
<b>26</b>	Moderation	51

## Awarding and Reporting

<b>27</b>	Grading, Shelf-life and Re-sits	52
-----------	---------------------------------	----

## Appendices

<b>A</b>	The AQA Unit Award Scheme	53
<b>B</b>	Record Forms	55

# Background Information

## 1

## Entry Level Certificates

- |     |   |   |
|-----|---|---|
| 1.1 | National Qualifications Framework   | The Entry Level Certificates are designed for use by students who are unlikely to reach Grade G at GCSE – this grade being the lowest of the Foundation Level in the National Qualifications Framework.   |
| 1.2 | Entry Level Qualification Requirements  | The Entry Level requirements state that tasks or other assessments which are independently or externally-set or validated, externally marked or moderated, and conducted under supervised and specified conditions must contribute at least 50% to the overall award in the case of National Curriculum subjects, literacy, numeracy and information technology, and at least 40% in other cases.   |
| 1.3 | Structure of this Entry Level Certificate   | This is a unit-based specification, with students required to complete eight units of work. The unit format provides a clearly focused structure for learning.  |
| 1.4 | Accreditation of Individual Units   | <p>Accreditation of individual units (with the exception of Unit 8, the Aural unit), is available for centres registered with the AQA Unit Award Scheme. Their candidates can receive a separate Unit Award Statement for each unit for which <b>every</b> outcome has been demonstrated within a particular level (see Appendix A).</p> <p>Centres can enter for the Entry Level Certificate without also registering for the Unit Award Scheme, but no accreditation of individual units is then available.</p> |
| 1.5 | Basic Skills  | The specification provides opportunities to develop and demonstrate the basic skills of literacy, and numeracy. Details are provided in section 17. Some students may be working above Entry 3 in some areas of their studies and may be able to meet some of the requirements of the main Key Skills (Communication, Application of Number and IT), or the “wider” Key Skills (Working with Others, Problem Solving and Improving Own Learning and Performance).   |
| 1.6 | Spiritual, Moral, Ethical, Social, Cultural, Environmental, Health and Safety and European Issues | It is a requirement that all specifications identify ways in which the study of the subject can contribute to an awareness and understanding of these issues. Details in respect of this specification are provided in section 18.  |

- 
- |     |             |  |
|-----|-------------|--|
| 1.7 | ICT         | The national curriculum requires that students should be given opportunities to apply and develop their ICT capacity through the use of ICT tools to support their learning. In each specification candidates will be required to make effective use of ICT in ways appropriate to the needs of the subject. |
| 1.8 | Citizenship | From 2002, students in England have been required to study Citizenship as a national curriculum subject. Each specification signposts, where appropriate, opportunities for developing citizenship knowledge, skills and understanding.  |
-

## Specification at a Glance

### *Mathematics*

This is the only Entry Level specification offered by AQA in this subject.

Three Levels of award are available: Entry 1, Entry 2 and Entry 3

- Candidates are required to submit for moderation evidence from eight units as follows:
- External: Evidence for four units out of the eight should be in response to an externally-set assignment. AQA will set externally-set assignments for each of the eight units, with each assignment covering Entry 1, 2 and 3.
- Internal: Evidence for the four remaining units should be from class work which has been set and assessed by the teacher in response to the outcomes detailed in sections 9 to 15. These outcomes cover work at levels 1, 2 and 3.
- Evidence from **either** an externally-set assignment **or** internally assessed class work should be submitted for Units 1 – 7.
- Unit 8 can only be assessed by an externally-set assignment. There is no internal assessment involved in this unit.

<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Entry Level Certificate</div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">4930</div>	Externally-set Assignment – 50% of total marks
	<p>Four units from the following:</p> <p>Unit 1 – Number Part A (calculator allowed)</p> <p>Unit 2 – Number Part B (calculator allowed)</p> <p>Unit 3 – Money (calculator allowed)</p> <p>Unit 4 – Calendars and Time (calculator allowed)</p> <p>Unit 5 – Shape and Space (calculator not allowed)</p> <p>Unit 6 – Measures (calculator not allowed)</p> <p>Unit 7 – Handling Data (calculator allowed)</p> <p>Unit 8 – Aural (External assignment only) (calculator not allowed)</p>
	Internally-assessed Class work – 50% of total marks
	<p>The remaining four units from the above list.</p> <p>The class work should be in response to the outcomes detailed in each unit. See sections 9 to 15.</p>



3

## Availability of Assessment Units and Entry Details

- 
- 3.1 **Availability of Externally-Set Assignments** Details of the externally-set assignments for all units are provided in section 7. Three different externally-set assignments and their mark schemes are available for each unit. These externally-set assignments will remain valid for the life time of the specification.
- 
- 3.2 **Entry Codes** Centres must register as a centre with AQA before formally entering candidates in February in the year of the award. The Externally Set Assignments are despatched in the Autumn term.
- The order form may be printed or downloaded from the Publications section of the AQA Website at [http://www.aqa.org.uk/public/order\\_form.php](http://www.aqa.org.uk/public/order_form.php) The Subject Code for entry for this Entry Level Certificate is 4930.
- 
- 3.3 **Private Candidates** This specification is not available for private candidates.
- 
- 3.4 **Access Arrangements and Special Consideration** We have taken note of equality and discrimination legislation and the interests of minority groups in developing and administering this specification.
- Arrangements may be made to enable candidates with disabilities or other difficulties to access the assessment. Entry Level qualifications are designed for those who may not be able to demonstrate attainment at the level required for GCSE, which makes greater demands on the candidates. Many candidates entering for Entry Level qualifications will require arrangements to be made to give them access to the assessment. Some access arrangements require an application to be made to AQA.
- Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances at the time of the assessment.
- Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.
- We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*. This is published on the JCQ website (<http://www.jcq.org.uk>) or you can follow the link from our website (<http://www.aqa.org.uk>).
- 
- 3.5 **Language of Examinations** All assessment must be done through the medium of English. Assessment will not be available in Welsh or Gaelic.
-

# Scheme of Assessment

## 4

## Introduction

### 4.1 National Criteria

This Entry Level Certificate specification complies with the following:

- Levels 1 – 3 of the National Curriculum requirements for Mathematics;
- Entry Level Requirements;
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria.

### 4.2 Rationale

The content of the specification is drawn from the National Curriculum Programme of Study at Key Stage 1 in Mathematics.

This specification provides for the learning and assessment of those candidates for whom GCSE Mathematics courses are not appropriate. The specification has been developed with reference to the GCSE Mathematics subject criteria and could therefore be taught alongside an AQA GCSE Mathematics specification.

It will appeal to two main types of user.

- Those who provide solely for the Mathematics education of candidates whose attainment is likely to be below grade G of GCSE. The externally-set assignments have been specifically written to be accessible to such candidates.
- Those who provide Mathematics education for groups including candidates of GCSE Foundation Tier ability and below. This certification has the added advantage of allowing teachers of such mixed classes to defer entry decisions until February of Year 11.

Candidates may enter for both the AQA Entry Level Certificate in Mathematics and a GCSE in Mathematics.

It is intended that a teaching and learning scheme based on this specification will provide well designed studies, investigative and practical Mathematics and will give a worthwhile educational experience for all candidates.

The unit-based structure of the qualification provides students with the opportunity to work in short programmes. This enables their progress to be monitored and a sense of achievement can be gained throughout the course.

4.3 Prior level of attainment and recommended prior learning

There is no prior level of attainment or knowledge of mathematics required for this specification.

Mathematics is inherently a sequential subject. There is progress of material through all levels at which the subject is being studied.

It is recommended that candidates should have acquired literacy skills appropriate to the level at which each of the units is aimed.

Teachers should provide appropriate and adequate guidance about the demands of the specification before students embark on their studies.

---

4.4 Progression

The scheme of assessment allows attainment to be recognised at standards broadly consistent with National Curriculum Levels 1, 2 and 3. As an approved Entry Level Qualification, the specification provides excellent progression to GCSE studies particularly in Mathematics and Statistics. It will also lay an appropriate basis for study of related qualifications at Foundation level of the National Qualifications Framework.

Mathematics equips students with a uniquely powerful set of tools to understand and change the world. Mathematics is important in everyday life, many forms of employment, science and technology, medicine, the economy, the environment, and in public decision making.

Therefore the skills and knowledge acquired will be relevant and transferable in both educational and career settings. As a result, the qualification increases flexibility for students and makes a distinct contribution to the quality and coherence of the qualifications framework.

In addition, it provides a worthwhile course for students of various ages and from diverse backgrounds in terms of general education and lifelong learning.

## Aims

The aims set out below describe the educational purposes of following a course in Mathematics. Some of these aims are reflected in the Assessment Objectives; others are not because they cannot readily be translated into measurable objectives. All are, however, aims for this course. The aims are not listed in order of priority.

A course based on this specification should encourage candidates to develop:

- a a positive attitude to Mathematics, including confidence, enjoyment and perseverance
- b an appreciation of the place of mathematics in society
- c a willingness and ability to work independently and co-operatively
- d an ability to understand mathematical ideas and to communicate them in a variety of modes
- e an appreciation of the ways in which mathematics is used
- f the knowledge, skills and understanding needed to apply a range of mathematical concepts to situations which may arise in their own lives
- g an ability to use mathematics across the curriculum
- h a firm foundation for appropriate further study.

6

## Assessment Objectives

---

- 6.1 Using and Applying Mathematics (A01) Candidates should be able to:
- a make and monitor decisions to solve problems;
  - b communicate mathematically;
  - c develop skills of mathematical reasoning;
- 
- 6.2 Number and Algebra (A02) Candidates should be able to:
- d count;
  - e understand number patterns and sequences;
  - f understand the number system;
  - g understand number operations and the relationship between them;
  - h use mental methods;
  - i solve numerical problems;
- 
- 6.3 Shape, Space and Measure (A03) Candidates should be able to:
- j understand patterns and properties of shape;
  - k understand properties of position and movement;
  - l understand measures;
- 
- 6.4 Handling data (A04) Candidates should be able to:
- m process, represent and interpret data.

Assessment Objective 1 must be assessed in contexts provided by other assessment objectives.

## 7

## Scheme of Assessment

### 7.1 Assessment Units

The Scheme of Assessment comprises two components.

#### Externally-set assignments

An externally-set assignment is required for **four** out of the eight units.

#### Internally assessed class work

Internally assessed class work is required for the remaining **four** units.

#### Requirements

The scheme of assessment allows attainment to be recognised at Entry Levels 1, 2 and 3. These levels are the equivalent to National Curriculum Levels 1, 2 and 3.

Candidates are required to submit for assessment and moderation, evidence from eight units.

#### Externally-Set Assignments

All eight units have three externally-set assignments available covering Entry 1, 2 and 3.

Initially marked by the teacher to a mark scheme supplied by AQA, each externally-set assignment will form part of the portfolio which is sent to the AQA moderator.

Candidates must attempt **one** externally-set assignment for each of the four units for which they wish to submit external work. These must be taken under controlled conditions, directly supervised by the teacher. The units may be taken in any order. It is expected that each assessment will be completed by most candidates, within 45 minutes. Centres may, at their discretion, extend this time allowance if required.

Candidates may be given one page of the assignment at a time and so complete the assignment at different sittings should they wish.

Candidates may **not** make more than one attempt at the same externally-set assignment for a unit, although they may attempt a different assignment if they fail, for whatever reason, to complete the first assignment.

Once a candidate has completed an externally-set assignment, it must be kept securely until required for moderation.

Calculators are allowed in all units **except** units 5, 6 and 8.

#### Internally Assessed Class Work

The remaining four units to be submitted for moderation should consist of class work completed by the candidate. Teachers should set work on each of the outcomes detailed in sections 9 to 15. These units will be assessed by the teacher and moderated by AQA.

Evidence	Candidates entered for the Entry Level Certificate are <b>not</b> required to provide evidence for <b>all</b> the outcomes listed, but they should be encouraged to complete as much as possible, as failure to do so may prevent them demonstrating the qualities needed to reach Entry 1, Entry 2, or Entry 3.
Assessment	<p>It is recognised that, at Entry 1 and Entry 2, many students have learning difficulties which involve a range of communication skills. It is important that the Certificate is accessible to and achievable by such students. Therefore, in Entry 1 and Entry 2 units, teachers may, where necessary, submit as evidence of student attainment a teacher written record of student responses as an alternative to student recorded responses. A candidate may communicate his/her responses by eye contact, pointing, signing, or by using a method particular to him/her, provided that the teacher makes a written record of such responses for assessment and moderation purposes.</p> <p>At Entry 3, it is expected that the students will normally be able to record their own responses. However, where this is not possible, special arrangements may be requested (see section 25 on page 51).</p>

---

7.2	<b>Portfolio of Work</b>	<p>At the end of the course candidates must submit a portfolio of work. This portfolio will be in two parts.</p> <p>The first part will contain the four <b>externally-set assignments</b>.</p> <p>The second part will contain the class work from the four internally assessed units.</p> <p>Evidence from all eight units in the portfolio of work should be available for moderation.</p> <p>For more detail see sections 19 to 21.</p>
-----	--------------------------	---

---

7.3	<b>Weighting of Assessment Objectives</b>	<p>The eight units were developed such that 50% of the content of the specification covered Attainment Target 2, Number and Algebra, and the remaining 50% covered Attainment Target 3, Shape, Space and Measures.</p> <p>At this level, Attainment Target 1, Using and Applying Mathematics, is subsumed within both AT2 and AT3.</p> <p>AT1 is evident in all eight units.</p> <p>Attainment Target 4, Handling Data, is subsumed within AT2.</p>
-----	---	---

# Subject Content

## 8

### Summary of Subject Content

8.1	Introduction	The subject content of this specification covers all aspects of the Programme of Study for Key Stage 1 of the National Curriculum for Mathematics. It also covers aspects of the Entry Level Certificate in Adult Numeracy.
8.2	Contexts	The subject content may be taught in a range of realistic and practical contexts, which could include the home, recreation, school, the community, public services, business and industry.
8.3	Units available	<p>The Subject Content is defined by the following eight units:</p> <ul style="list-style-type: none"> <li>Unit 1      Number Part A</li> <li>Unit 2      Number Part B</li> <li>Unit 3      Money</li> <li>Unit 4      Calendars and Time</li> <li>Unit 5      Shape and Space</li> <li>Unit 6      Measures</li> <li>Unit 7      Handling Data</li> <li>Unit 8      Aural</li> </ul>
8.4	Structure of each Unit	<p>Each unit contains a number of sections.</p> <p>The <i>Unit Description</i> indicates the learning objectives and processes involved. Emphasis is placed in each unit in this specification on active learning including, where appropriate, practical and group work.</p> <p>The <i>Procedures for Making and Recording Assessments</i> indicate the person(s) responsible for the assessment of each outcome, the technique(s) or assessment used and the place where assessments are recorded.</p> <p>The <i>outcomes of a unit</i> specify the abilities, areas of knowledge, understanding and experiences which are to be accredited.</p>

The *evidence* section of the unit specifies the evidence which must be offered by the centre to demonstrate the student’s achievement of the outcomes. All the outcomes must be met where separate unit accreditation is required (for AQA’s Unit Award Scheme). Where there is an externally-set assignment, centres seeking unit accreditation may use this as evidence either instead of, or as well as, the other evidence listed in each unit.

An *AQA Summary Sheet* must be completed where required.

8.5 Aural Unit

Where an asterisk (\*) appears in the Aural column against an outcome, this indicates that the outcome could be tested in Unit 8, Aural.

9

## Unit 1 – Number Part A

9.1 Unit Description

This classroom-based unit aims to develop the candidate’s understanding and use of number. It is recommended that this unit is studied before Unit 2, Number Part B.

The candidate will learn about place value within whole numbers and will undertake calculations, using mental arithmetic and using a calculator, involving addition, subtraction, multiplication and division. The candidate will understand the terms odd and even, and will begin to estimate answers to calculations. It is mainly associated with the Mathematics National Curriculum Attainment Target 2.

9.2 Procedures for Making and Recording Assessments

Entry Level Certificate

Class work assessed by the teacher in response to the outcomes set out below, **or** assessed by an externally-set assignment.

Unit Award Scheme

Assessed by the teacher through inspection of the student’s folder of work.

**All assessments recorded on an *AQA Summary Sheet*.**

9.3 Outcomes to be accredited

In successfully completing this unit at Entry 1, Entry 2, or Entry 3 (as appropriate), the student will have demonstrated the ability to:

		Notes / Examples	Aural
Entry 1	1	count reliably up to 10 items	*
	2	read, write, order and compare numbers up to 10, including zero	*
	3	add single digit numbers with totals to 10, and subtract single digit numbers from numbers up to 10	<p>Including associated words such as <i>add, sum, total, altogether, take...away from..., difference, subtract, difference between, how much more/less is .... than ....?</i></p> <p>Use + and – signs</p> <p>Solve number problems in context</p> <p>Recognise that subtraction is the inverse of addition</p>
Entry 2	1	count, read, write, order and compare numbers up to 100	*
	2	add and subtract two-digit whole numbers up to 100	
	3	multiply using single digit whole numbers	*
	4	use and interpret +, –, × and = in practical situations for solving problems	<p>Including terms <i>multiply, multiplication, times, lots of etc</i></p> <p>Understand multiplication as repeated addition</p> <p>Mental methods</p> <p>One step problems – I think of a number then subtract 13. My answer is 8. What was the number I was thinking of?</p> <p>Two step problems – 7 people are on a bus, 4 get on and 3 get off. How many people are now on the bus?</p>
	5	understand odd and even numbers	eg, Write down an even number between 7 and 13

		Notes / Examples	Aural
Entry 3	1	count, read, write, order and compare numbers up to 1000	*
	2	add and subtract using three-digit numbers	
	3	recall addition and subtraction facts to 20	*
	4	multiply and divide two-digit whole numbers by single digit whole numbers	Interpret remainders in divisions
	5	recall multiplication facts	Multiples of 2, 3, 4, 5 and 10
	6	estimate answers to calculations	
	7	use and interpret +, ×, ÷ and = in practical situations for solving problems	Including terms <i>divide, division, divided by, share equally, equal groups of</i> Understand division as grouping, or repeated subtraction Division is the inverse of multiplication

\* = could be tested in Unit 8, Aural

**Candidates expecting to gain Entry Level 3 must complete as many outcomes as possible from Entry 1, Entry 2 and Entry 3. It is not sufficient just to complete the Entry 3 outcomes. (see Section 21.1)**

9.4	Evidence to be offered for the Entry Level Certificate	Either class work or an externally-set assignment must be completed and be available for moderation.
9.5	Evidence to be offered for Unit Award Scheme	<p>This evidence can be provided through <b>either</b> the externally-set assignment alone <b>or</b> a folder of work containing evidence from all outcomes at the level claimed. This folder may comprise of elements of the externally-set assignment or written work.</p> <p>At each of Entry 1, 2 and 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.</p>

### Unit Award Scheme Code

**Entry 1 10274**

**Entry 2 10275**

**Entry 3 10276**

## 10

### Unit 2 – Number Part B

10.1	Unit Description	<p>This classroom-based unit aims to develop the candidate’s understanding and use of number. It is recommended that this unit is studied after Unit 1, Number Part A.</p> <p>The basic concepts met in Unit 1 Number Part A are built upon in this unit. Candidates will use basic fractions, extending their knowledge to incorporate decimals. They will recognise and describe number patterns. Place value and rounding are also met in this unit. Negative numbers are introduced. It is mainly associated with the Mathematics National Curriculum Attainment Target 2.</p>				
10.2	Procedures for Marking and Recording Assessments	<table border="0"> <tr> <td data-bbox="225 1500 502 1545">Entry level Certificate</td> <td data-bbox="608 1500 1497 1590">Class work assessed by the teacher in response to the outcomes set out below, or assessed by an externally-set assignment.</td> </tr> <tr> <td data-bbox="225 1601 502 1646">Unit Award Scheme</td> <td data-bbox="608 1601 1497 1691">Assessed by the teacher through inspection of the student’s folder of work.</td> </tr> </table> <p><b>All assessments recorded on an <i>AQA Summary Sheet</i>.</b></p>	Entry level Certificate	Class work assessed by the teacher in response to the outcomes set out below, or assessed by an externally-set assignment.	Unit Award Scheme	Assessed by the teacher through inspection of the student’s folder of work.
Entry level Certificate	Class work assessed by the teacher in response to the outcomes set out below, or assessed by an externally-set assignment.					
Unit Award Scheme	Assessed by the teacher through inspection of the student’s folder of work.					
10.3	Outcomes to be Accredited	In successfully completing this unit at Entry 1, Entry 2 or Entry 3 (as appropriate), the student will have demonstrated the ability to:				

		Notes / Examples	Aural	
Entry 1	1	add single digit numbers with totals to 10, and subtract single digit numbers from numbers up to 10	<p>Including associated words such as add, sum, total, altogether, take...away from..., difference, subtract, difference between, how much more/less is .... than ....?</p> <p>Use + and – signs</p> <p>Solve number problems in context</p> <p>Recognise that subtraction is the inverse of addition</p>	*
	2	understand the language associated with number	<p>Including <i>more, less, the same, first, last, smaller, larger, how many, after, next, between.</i></p> <p>Use the = sign to represent equality</p>	*
Entry 2	1	use and interpret +, −, × and = in practical situations for solving problems	<p>Including terms multiply, multiplication, times, lots of etc</p> <p>Understand multiplication as repeated addition</p> <p>Mental methods</p> <p>One step problems – I think of a number then subtract 13. My answer is 8. What was the number I was thinking of?</p> <p>Two step problems: 7 people are on a bus, 4 get on and 3 get off. How many people are now on the bus?</p>	*
	2	approximate by rounding to the nearest 10		*
	3	read, write, and compare halves and quarters of quantities	<p>One half = <math>\frac{1}{2}</math>, one quarter = <math>\frac{1}{4}</math></p> <p>Recognise relationship between halving and doubling</p>	
	4	find halves and quarters of small numbers of items or shapes	<p>eg, Shade in half of these objects.</p> <p>eg, What fraction of the pattern is dotted?</p>	*
	5	create and describe number patterns	<p>eg, What number comes next? What is the sixth number in the pattern? Describe the pattern.</p>	
	6	recognise place value in numbers up to 100	<p>Recognise the place value of tens and units in numbers less than 100.</p> <p>eg, What does the 6 represent in the number 64?</p>	

		Notes / Examples	Aural
Entry 3	1	use and interpret +, −, ×, ÷ and = in practical situations for solving problems	Including terms divide, division, divided by, share equally, equal groups of Understand division as grouping, or repeated subtraction Division is the inverse of multiplication
	2	approximate by rounding numbers less than 1000 to the nearest 10 or 100	
	3	recognise, explore and record number patterns and use them to make predictions	Prediction of next terms Recognising sequences
	4	read, write and understand common fractions	eg, $\frac{3}{4}$ , $\frac{2}{3}$ , $\frac{1}{10}$
	5	recognise and use equivalent forms	Recognise that one half = two quarters, and two halves = one whole eg, $\frac{5}{10} = \frac{1}{2}$
	6	read, write and understand decimals up to two decimal places in practical contexts, such as money and measures	Money: £2.37 Measures: 1.35 m Use of a calculator
	7	recognise negative whole numbers in familiar contexts, such as temperature	eg, temperature, number line

\* = could be tested in Unit 8, Aural

**Candidates expecting to gain Entry Level 3 must complete as many outcomes as possible from Entry 1, Entry 2 and Entry 3. It is not sufficient just to complete the Entry 3 outcomes. (see Section 21.1)**

10.4 Evidence to be offered for the Entry level Certificate Either class work or an externally-set assignment must be completed and be available for moderation.

10.5 Evidence to be offered for the Unit Award Scheme This evidence can be provided through **either** the externally-set assignment alone **or** a folder of work containing evidence from all outcomes at the level claimed. This folder may comprise of elements of the externally-set assignment or written work.  
At each of Entry 1, 2 and 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

**Unit Award Scheme Code**

**Entry 1 10277**

**Entry 2 10278**

**Entry 3 10279**

**11**

**Unit 3 – Money**

11.1 Unit Description This classroom-based unit aims to develop the candidate’s understanding and use of money.  
The candidate will learn through practical activities about the value of coins in everyday use in the UK. They will convert units of money and use a calculator to do simple calculations of money using decimals and fractions. The candidate will be introduced to other countries’ currencies. It is mainly associated with the Mathematics National Curriculum Attainment Target 2.

11.2 Procedures for Marking and Recording Assessments

Entry level Certificate	Class work assessed by the teacher in response to the outcomes set out below, or assessed by an externally-set assignment.
Unit Award Scheme	Assessed by the teacher through inspection of the student’s folder of work.

**All assessments recorded on an *AQA Summary Sheet*.**

11.3 Outcomes to be accredited In successfully completing this unit at Entry 1, Entry 2 or Entry 3 (as appropriate), the student will have demonstrated the ability to:

		Notes / Examples	Aural
Entry 1	1	recognise coins and notes of different values up to £50	1p, 2p, 5p, 10p, 20p, 50p, £1, £2, £5, £10, £20, £50. eg, How much is this?
	2	exchange money up to 10p for an equivalent value in smaller denominations	eg, Show two different ways of making up 9p from the following coins: 1p, 2p, 5p
	3	total coins (up to 10) and give change	eg, Bob spent £8 on a CD. What change did he get from £10? eg, Toffees cost 5p each. What do 2 toffees cost? *
Entry 2	1	recognise and appreciate the value of all coins	eg, If I had a 50p coin and a £1 coin, would I have enough money to buy a can of pop? Would I need more or less money? Would this be enough to buy a computer game? Would I need more or less money? eg, Roughly how much money would I need to buy a bar of chocolate?
	2	convert from pence to pounds and vice versa	Respond to questions such as: eg, How many pence is £1.50? eg, Write 132p in £ and pence. eg, How many ten pences are in £4.50? *
	3	make amounts of money up to £1 in different ways using 1p, 2p, 5p, 10p, 20p and 50p coins	eg, Show three different ways of making up 80p from the following coins: 5p, 10p, 20p, 50p
	4	total money (up to 100) and give change	Including shopping bills, admission to leisure activities etc eg, Hayley bought three chocolate bars at 30p each. How much change did she get from a £1 coin? eg, David spent £39 on a pair of jeans. He spent £12 more than Mike. How much did Mike spend? *

		Notes / Examples	Aural
Entry 2	5	solve real life problems involving what to buy and how to pay	Use addition, subtraction and simple multiplication eg, A can of drink costs 40p in a machine. The machine does not give change. Which 3 silver coins could you use? Which 2 silver coins could you use? eg, Football match tickets cost £40 for an adult and £30 for children. How much will it cost for 1 adult and 2 children?
	1	recognise and appreciate the value of all notes	
	2	exchange notes for an equivalent value in smaller notes, £2 coins, £1 coins or silver coins	eg, Show how to make £5 using only silver coins eg, How many £5 notes could be exchanged for a £20 note?
	3	use decimal notation for money	*
	4	interpret a calculator display	Recognise amounts of money such as 0.01 means 1p and 1.2 means £1.20 eg, Use a calculator to add the following values: 37p, 99p, £1.85, £4.49
Entry 3	5	solve real life problems involving what to buy and how to pay	eg, Which five coins make 74p? What other amounts can you make with five coins? eg, Adam buys three full price computer games for £29.99 each and two reduced games for £14.99 each. How much has he spent altogether? eg, Brad saves £4.50 of his pocket money every week to spend on his holidays. How much will he have saved in 8 weeks?
	6	total money and give change	Including shopping bills eg, Sunil goes to the shop for his dad. He buys three microwave meals, which cost £3.19 each. How much change does he get from a £10 note? eg, Jane has four £1 coins, three 50 pences and two 10 pences. She buys popcorn at the cinema for £3.60. How much money does she have left?

	Notes / Examples	Aural
Entry 3	7 carry out investigations involving money	eg, You have £5. Some CDs are priced at: £2.70, £1.80, £1.40, £1.60, £2.20, £1.20 Which three you could buy? eg, Robert offered three silver coins to pay for a 55p can of pop. How much change could he have been given?

\* = could be tested in Unit 8, Aural

**Candidates expecting to gain Entry Level 3 must complete as many outcomes as possible from Entry 1, Entry 2 and Entry 3. It is not sufficient just to complete the Entry 3 outcomes. (see Section 21.1)**

11.4 Evidence to be offered for the Entry level Certificate Either class work or an externally-set assignment must be completed and be available for moderation.

11.5 Evidence to be offered for the Unit Award Scheme This evidence can be provided through **either** the externally-set assignment alone **or** a folder of work containing evidence from all outcomes at the level claimed. This folder may comprise of elements of the externally-set assignment or written work.

At each of Entry 1, 2 and 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

**Unit Award Scheme Code**

**Entry 1 10280**

**Entry 2 10281**

**Entry 3 10282**

**12**

**Unit 4 – Calendars and Time**

12.1 Unit Description This classroom-based unit aims to develop the candidate’s understanding and use of 12 and 24-hour time and of calendars and timetables in everyday use.

The candidate will learn how to read analogue and digital clocks and learn how to convert between 12 and 24-hour times. They will use timetables and a television guide to carry out simple time calculations. The candidate will learn about days, weeks and months of the year. They will learn how to extract information from a calendar or timetable and carry out simple calculations involving time. It is mainly associated with the Mathematics National Curriculum Attainment Targets 2 and 3.

12.2 Procedures for Marking and Recording Assessments

Entry level Certificate	Class work assessed by the teacher in response to the outcomes set out below, or assessed by an externally-set assignment.
Unit Award Scheme	Assessed by the teacher through inspection of the student’s folder of work.
	All assessments recorded on an <i>AQA Summary Sheet</i> .

12.3 Outcomes to be Accredited In successfully completing this unit at Entry 1, Entry 2 or Entry 3 (as appropriate), students will have demonstrated the ability to:

		Notes / Examples	Aural	
Entry 1	1	understand and use in context basic language associated with calendars and time	<p>Including: Names of days of the week, seasons of the year....</p> <p><i>Hour, day, week, month, year, season, morning, afternoon, evening, night, midnight, weekend, today, yesterday, tomorrow, now, soon, early, late, before, after, first, second, next... quick, fast, slow... how long ago, how long will it be to, how long will it take to... how often... always, never, often, sometimes, usually... once, twice... faster, slower, takes longer...</i></p> <p>eg, What day is it tomorrow?</p> <p>eg, Tell me something which you <b>often</b> do on a Monday</p> <p>eg, School starts at 9 o'clock. Bob arrives at school at half past 9. Is he on time, early or late?</p>	*
	2	read the time to the hour or half hour on an analogue clock	<p>eg, What time is it?</p> <p>eg, How long is it from 2 o'clock to 6 o'clock?</p>	*
	3	order familiar events in a day or week, or in a story	<p>eg, Put the following in order:</p> <p>eat dinner, go to school, wake up, leave school, have breakfast, etc</p>	
Entry 2	1	understand and use in context language associated with calendars and time	<p>Including names and order of months and seasons, <i>fortnight, minute, second</i></p> <p>eg, Which month follows August?</p> <p>eg, Which season comes before summer</p>	
	2	<p>know that:</p> <p>1 week = 7 days; 1 day = 24 hours; 1 hour = 60 minutes;</p> <p>1 minute = 60 seconds</p>	<p>Convert days into weeks and vice versa; hours into minutes and minutes into seconds and vice versa. Use only multiples</p> <p>eg, How many weeks is 21 days? How many minutes in 240 seconds?</p>	*
	3	understand time displayed on analogue and 12-hour digital clocks in hours, half hours and quarter hours	<p>Read and record time in common date formats</p> <p>Convert written times into 12-hour clock times and vice versa</p>	*

		Notes / Examples	Aural
Entry 2	4	find the difference between two times in problems eg, How many minutes are between 14.15 and 15.30? eg, Mohammed got on the bus at 10 o'clock. The journey took half an hour. What time did he get off the bus?	*
	5	extract specified information from a given timetable eg, Which lesson should Greg attend after lunch on Wednesday? How long does this lesson last? eg, What time should Sarah leave Manchester to arrive in Leeds before 1 o'clock in the afternoon?	*
Entry 3	1	solve problems involving time eg, Mark got in the pool at 3.30 pm. He swam for 40 minutes. What time did he get out? eg, Lunch takes 50 minutes. It ends at 1 pm. What time did it start?	*
	2	know that 1 year = 365 days or 12 months or 52 weeks eg, How many weeks in a year?	
	3	use a calendar and write the date correctly Show picture of a calendar eg, What is the date of the first Friday in January? eg, How many days in October? Know own date of birth (day, month, year)	*
	4	read, measure and record time using: <ul style="list-style-type: none"> <li>• am and pm and common date formats</li> <li>• digital clocks and analogue clocks to the nearest 5 minute intervals</li> </ul> eg, Add am or pm as appropriate: Sarah got out of bed at 7.30 ... eg, Draw the hands on this clock to represent the time shown on the digital clock (4.35)	

		Notes / Examples	Aural
Entry 3	5	convert between hours, minutes and seconds	eg, 270 minutes = ..... hours ..... minutes eg, How many weeks and days is 37 days? eg, How long does the film Braveheart last? Would this fit onto a 3-hour videotape? (give TV guide)
	6	total up to three lengths of time given in minutes and hours	Use a TV guide eg, How long do "Friends", "Frasier" and "ER" last altogether?
	7	understand the relationship between 12 hour and 24 hour clocks	The station clock reads 14:15. Which of the following digital watches shows the correct time? 4:15    12:15    2:15

\* = could be tested in Unit 8, Aural

**Candidates expecting to gain Entry Level 3 must complete as many outcomes as possible from Entry 1, Entry 2 and Entry 3. It is not sufficient just to complete the Entry 3 outcomes. (see Section 21.1)**

12.4 Evidence to be offered for the Entry level Certificate Either class work or an externally-set assignment must be completed and be available for moderation.

12.5 Evidence to be offered for the Unit Award Scheme This evidence can be provided through **either** the externally-set assignment alone **or** a folder of work containing evidence from all outcomes at the level claimed. This folder may comprise of elements of the externally-set assignment or written work.  
At each of Entry 1, 2 and 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

**Unit Award Scheme Code**

**Entry 1 10283**

**Entry 2 10284**

**Entry 3 10285**

**13**

**Unit 5 – Shape and Space**

13.1 Unit Description This classroom-based unit aims to develop the candidate’s understanding of shape and space.  
The candidate will learn about 2-D and 3-D shapes and their properties and they will develop an understanding of the size of angles, including right angles. They will also investigate reflective symmetry, nets of solids and explore tiling patterns. It is mainly associated with the Mathematics National Curriculum Attainment Target 3.

13.2 Procedures for Marking and Recording Assessments  
Entry level Certificate Class work assessed by the teacher in response to the outcomes set out below, or assessed by an externally-set assignment.  
Unit Award Scheme Assessed by the teacher through inspection of the student’s folder of work.  
**All assessments recorded on an AQA Summary Sheet.**

13.3 Outcomes to be Accredited In successfully completing this unit at Entry 1, Entry 2 or Entry 3 (as appropriate), students will have demonstrated the ability to:

		Notes / Examples	Aural	
Entry 1	1	recognise and name common 2-D and 3-D shapes including rectangle, square, circle and cube	eg, Name this shape eg, Draw a circle	*
	2	describe sizes of different shapes	Including comparative words <i>Small/er, large/r; tall/er, short/er; fat/ter, thin/ner; wide/r, narrow/er</i> , etc eg, Describe this shape: Compare it to this shape:	*
	3	order a group of shapes	eg, People – shortest to tallest; houses – narrowest to widest; bottles or jugs;	
Entry 2	1	recognise and name 2-D shapes including triangles, hexagons, pentagons,	Including right-angled triangles	*
	2	recognise and name 3-D shapes including cylinders, pyramids, cones and spheres		*
	3	describe the properties of common 2-D shapes	Number of corners and edges; straight, curved	*
	4	describe the properties of common 3-D shapes	Number of corners, edges and faces; straight, curved	*
	5	understand angle as a measure of turn	Including quarter turn, half turn, whole turn, right angle Indicate right angles on shapes eg, I face the school and do a half turn. What am I facing now? eg, Which picture shows the car turned through a right angle?	*

		Notes / Examples	Aural
Entry 3	1	draw lines of symmetry on everyday shapes	Including logos, road signs, flags, etc
	2	complete a symmetrical pattern	*
	3	draw the net of a cube / cuboid	*
	4	recognise the correct net for a given shape	Including cube, cuboid, cylinder, pyramid, cone
	5	draw and complete tessellations	
	6	recognise repeating patterns in the environment	
	7	recognise angles which are less than, equal to or greater than a right angle	Label angles in given diagrams
			*

\* = could be tested in Unit 8, Aural

**Candidates expecting to gain Entry Level 3 must complete as many outcomes as possible from Entry 1, Entry 2 and Entry 3. It is not sufficient just to complete the Entry 3 outcomes. (see Section 21.1)**

13.4 Evidence to be offered for the Entry level Certificate Either class work or an externally-set assignment must be completed and be available for moderation.

13.5 Evidence to be offered for the Unit Award Scheme This evidence can be provided through either the externally-set assignment alone or a folder of work containing evidence from all outcomes at the level claimed. This folder may comprise of elements of the externally-set assignment, teacher-completed checklist or printouts and written work.

At each of Entry 1, 2 and 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

#### Unit Award Scheme Code

**Entry 1 10286**

**Entry 2 10287**

**Entry 3 10288**

## 14

### Unit 6 – Measures

14.1 Unit Description This classroom-based unit aims to develop the candidate's understanding and use of measures.

The candidate will learn through practical activities about methods used to measure length, weight and capacity using standard and non-standard units. They will begin to convert units of length, weight and capacity and learn how to read scales of measurement. They will understand and use coordinates. It is mainly associated with the Mathematics National Curriculum Attainment Target 3.

14.2 Procedures for Marking and Recording Assessments

Entry level Certificate

Class work assessed by the teacher in response to the outcomes set out below, or assessed by an externally-set assignment.

Unit Award Scheme

Assessed by the teacher through inspection of the student's folder of work.

**All assessments recorded on an *AQA Summary Sheet*.**

14.3 Outcomes to be Accredited In successfully completing this unit at Entry 1, Entry 2 or Entry 3 (as appropriate), students will have demonstrated the ability to:

		Notes / Examples	Aural
Entry 1	1	understand everyday language associated with measuring	
	2	describe lengths, weights and capacities	* eg, Which line is longest? Which two lines are the same length? Which animal is the heaviest? Which container holds the most? Use a 1cm grid with lines drawn on and ask how long the lines are
	3	understand and use everyday positional vocabulary	* Including between, inside, on top, below, above eg, Draw a circle above the square
Entry 2	1	choose appropriate standard units of length, capacity and mass	* mm, cm, m, g, kg, ml, cl, l eg, Which unit would be best to measure the length of a football pitch?
	2	measure using standard units	mm, cm, m, g, kg, l, miles eg, Use a ruler to measure a selection of lines with whole centimetre lengths
	3	measure using non-standard units	paces, hand span
	4	estimate the mass and length of given items	eg, Select the heavier object from two eg, Estimate the mass of a bag of crisps
	5	understand and use positional vocabulary	* Giving simple instructions eg, How do I get to the bus stop?

		Notes / Examples	Aural
Entry 3	1	read co-ordinates from a diagram	Select places by their co-ordinate reference on the grid
	2	label items on a grid with their co-ordinates	
	3	use North, South, East and West (NE, NW, SE, SW)	Which shop is south of the butchers?
	4	order a set of lengths, capacities or masses	eg, Put the following lengths in order, starting with the smallest: 57 cm, 380 mm, 12 km, 200 m, 345 cm
	5	begin to convert from m to cm, l to ml and kg to g and vice versa	eg, recognise that 3.05 m = 3 m and 5 cm
	6	read values on given scales accurately	Read accurately on a scale, to the nearest marked division, weights, lengths, temperatures, either from a diagram or by experiment
	7	choose the appropriate measuring instrument	

\* = could be tested in Unit 8, Aural

**Candidates expecting to gain Entry Level 3 must complete as many outcomes as possible from Entry 1, Entry 2 and Entry 3. It is not sufficient just to complete the Entry 3 outcomes. (see Section 21.1)**

14.4 Evidence to be offered for the Entry level Certificate Either class work or an externally-set assignment must be completed and be available for moderation.

14.5 Evidence to be offered for the Unit Award Scheme This evidence can be provided through **either** the externally-set assignment alone **or** a folder of work containing evidence from all outcomes at the level claimed. This folder may comprise of elements of the externally-set assignment or written work.  
At each of Entry 1, 2 and 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

**Unit Award Scheme Code**

**Entry 1 10289**

**Entry 2 10290**

**Entry 3 10291**

**15**

**Unit 7 - Handling Data**

15.1 Unit Description In this classroom-based unit the candidate will learn to read and interpret simple statistical diagrams.  
The candidate will learn how to conduct simple surveys and then analyse and communicate their results. The candidate will learn to sort information according to set criteria. It is mainly associated with the Mathematics National Curriculum Attainment Targets 1 and 4.

15.2 Procedures for Marking and Recording Assessments

Entry level Certificate Class work assessed by the teacher in response to the outcomes set out below, **or** assessed by an externally-set assignment.

Unit Award Scheme Assessed by the teacher through inspection of the student’s folder of work.

**All assessments recorded on an *AQA Summary Sheet*.**

15.3 Outcomes to be Accredited In successfully completing this unit at Entry 1, Entry 2 or Entry 3 (as appropriate), students will have demonstrated the ability to:

		:	Notes / Examples	Aural
Entry 1	1	sort and classify objects using a single criterion	Set of shaded/unshaded objects; set of round/not round objects	
	2	select statistical information from a list or group of objects	eg, How many blue cars are there? eg, Which was the most popular colour of car?	*
	3	construct simple line diagrams	Including block graphs	
Entry 2	1	sort and classify objects using more than one criterion		
	2	collect information	eg, Ask 10 people what their favourite sort of music is eg, Find out how many people in your class watch EastEnders. eg, Test the statement “Most people in our class walk to school”	
	3	record results in simple lists, tables and diagrams	Including block graphs and pictograms where one symbol represents one unit	
	4	communicate their findings	Ask/answer questions about their recorded diagrams eg, How many people like listening to pop music the most? eg, How many people do not watch EastEnders? eg, Would the results be the same in July as in December?	*
	5	extract information from lists, tables, simple diagrams and block graphs	Including block graphs and pictograms eg, Highest temperature from a chart eg, Difference between highest and lowest results	*

		Notes / Examples	Aural
Entry 3	1	construct bar charts with the vertical axis on the bar chart labelled in ones or twos	
	2	construct pictograms where one symbol represents two or more units	
	3	make numerical comparisons from bar charts and pictograms	* How many more cars are there than buses?
	4	communicate and interpret information gathered	eg, Why do you think most teenagers like listening to pop music rather than classical music? eg, How might the information change if everyone had two votes? eg, Who might find this information of use?
	5	extract numerical information from lists, tables, diagrams and simple charts	* Including using a timetable, holiday brochure, football results
	6	display this information so someone else can understand it easily.	eg, Here is some information about leisure activities of a group of teenagers
	7	show evidence of completion of a frequency table	

\* = could be tested in Unit 8, Aural

**Candidates expecting to gain Entry Level 3 must complete as many outcomes as possible from Entry 1, Entry 2 and Entry 3. It is not sufficient just to complete the Entry 3 outcomes. (see Section 21.1)**

---

15.4 Evidence to be offered for the Entry level Certificate      Either class work or an externally-set assignment must be completed and be available for moderation.

---

15.5 Evidence to be offered for the Unit Award Scheme      This evidence can be provided through either the externally-set assignment alone or a folder of work containing evidence from all outcomes at the level claimed. This folder may comprise of elements of the externally-set assignment or written work.

At each of Entry 1, 2 and 3 the total work submitted must show evidence of the successful completion of all necessary outcomes.

**Unit Award Scheme Code**

**Entry 1 10292**

**Entry 2 10293**

**Entry 3 10294**

---

**16**

## *Unit 8 – Aural*

---

16.1 Unit Description      This unit aims to develop the candidate’s use of mental arithmetic strategies. The externally-set assignments will cover material from any of the outcomes from units 1– 7 highlighted with an asterisk (\*).

It is mainly associated with the Mathematics National Curriculum Attainment Targets 2, 3 and 4.

---

16.2 Procedures for Marking and Recording Assessments

Entry Level Certificate      Assessed by an externally-set assignment.

## Basic Skills

17

### Basic Skills

---

At Entry Level, there are currently two Basic Skills: Literacy and Numeracy. All units offer opportunities to develop skills in numeracy. Opportunities for the development of skills in literacy exist in all units, for example listening and extracting information in the aural unit, the understanding of language associated with mathematics, discussing their mathematical work and explaining their thinking.

Opportunities can be found in developing the Key Skills of:

Application of number – all units.

Communication, Information Technology and Working with Others – particularly in Unit 7, Handling Data, where candidates are required to communicate and interpret information they have gathered during the course of the unit. This could be completed with others. Candidates could be given the opportunity to produce graphs and diagrams using IT.

Improving Own Learning and Problem Solving - all units provide this opportunity. Questions are set in context wherever possible.

The opportunities will vary according to the teaching styles adopted.

## 18

## Spiritual, Moral, Ethical, Social, Cultural and Other Issues

18.1 Spiritual, Moral, Ethical, Social, Cultural and Other Issues	<p>Mathematics provides opportunities to promote:</p> <ul style="list-style-type: none"> <li>• <i>spiritual development</i>, through explaining the underlying mathematical principles behind some of the natural forms and patterns in the world around us;</li> <li>• <i>moral development</i>, helping pupils recognise how logical reasoning can be used to consider the consequences of particular decisions and choices helping them learn the value of mathematical truth;</li> <li>• <i>social development</i>, through helping pupils work together productively on complex mathematical tasks and helping them see that the result is often better than could be achieved separately;</li> <li>• <i>cultural development</i>, through helping pupils 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 mathematicians from many cultures have contributed to the development of modern day mathematics.</li> </ul>
18.2 European Dimension	AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen papers.
18.3 Environmental Issues	AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report “ <i>Environmental Responsibility: An Agenda for Further and Higher Education</i> ” 1993 in preparing this specification and associated specimen papers.
18.4 Citizenship	<p>Mathematical knowledge, understanding and skills gained throughout the course equips students with tools to use in the world in which they live. Examples of citizenship addressed are:</p> <p>Financial capability (Economic Understanding): Unit 3 (Money).</p> <p>Thinking Skills: Unit 7 (Handling Data).</p> <p>Mathematical communication: all units.</p>
18.5 Avoidance of Bias	AQA has taken great care in the preparation of this specification and associated specimen papers to avoid bias of any kind.

18.6 Health and Safety

Units which require the interpretation of data, for example Unit 7 (Handling Data), provide the opportunity to promote Health and Safety issues.

## Portfolio of Work

# 19

## Nature of the Portfolio Work

---

19.1 Introduction

The portfolio of work consists of two parts:

**Part 1** the externally-set assignments for four units.

**Part 2** the internally-assessed class work from the remaining four units.

Teachers must ensure that the evidence is arranged in such a way that it is clear to the moderator which evidence relates to each of Parts 1 and 2.

Ideally, each candidate's portfolio should contain all four externally-set assignments followed by the four units of internally-assessed class work.

Each portfolio should be prefaced by a *Candidate Record Form* signed by the candidate and the teacher. An *AQA Summary Sheet* should be completed for all internally assessed units. One *Centre Declaration Sheet* per centre should also be completed.

19.2 Nature of the Portfolio Work

All the work required for the externally-set assignments and internally-assessed class work can be delivered as classroom based activities. Students should have access to mathematical instruments and calculators. Other resources might make for effective delivery of specific units, including:

- computers and software packages
- other support material – eg, timetables, money, building blocks etc

## Guidance on Setting the Internally-assessed Class Work

### 20.1 Setting Tasks

Internally-assessed class work can take various forms, including worksheets, work from text books, poster displays and teacher checklists (where applicable). When devising such tasks, care should be taken to ensure that candidates are given the opportunity to respond to **all** outcomes, at an appropriate level.

Class work may be based in other subjects or curriculum areas or may be designed as independent activities. For example, a candidate may have written a story in their English lessons involving elements relating to the unit on Calendars and Time. If this is the case, each of the Mathematics unit outcomes must be clearly identifiable within the assessment task and must be capable of being evidenced as required by the unit. A photocopy of the work carried out in the other subject area would be acceptable for submission.

Internally-assessed class work will be discussed in further detail at the standardising meetings (see section 23.1).

AO4 coursework from GCSE Mathematics may be appropriate for part of, or all of, Unit 7, Handling Data. AO1 coursework may fit be used for several units, but is most likely to fit Units 1 or 2, Number Parts A or B.

### 20.2 Coursework Advisers

Coursework Advisers will be available to assist centres with any matters relating to coursework. Details will be provided when AQA know which centres are following the specification.

# 21

## Assessment Criteria and Presentation of Evidence

### 21.1 Assessment Criteria

Units are provided which incorporate each of the three levels (Entry 1, Entry 2 and Entry 3) at which the qualification is available. The outcomes listed in each unit state the requirements for its successful completion.

The level of attainment reflected in each unit outcome has been based on the National Curriculum level descriptions for Mathematics (see section 21.2). The outcomes also reflect the standards for Adult Numeracy as a basic skill.

Marks are gained for correct answers on the four externally-set assignments. Each assignment has a maximum mark of 30 and so the final total mark for this external section of the portfolio is 120 (4 units × 30 marks).

Each outcome in the internal assessment may be awarded 1 mark if successfully completed. No half marks are available. Each unit has 15 outcomes and therefore a maximum of 15 marks. The final total mark for this internal section of the portfolio is 60 marks (4 units × 15 marks = 60 marks).

This mark will be doubled so that it has the same weighting as the external section.

The level of award (Entry 1, or Entry 2 or Entry 3) will be based on the candidate's total mark out of 240.

AQA will review the relationship between total mark thresholds and the level of award at an annual awarding meeting.

Centres should note that in presenting evidence for each of eight units, a candidate can compensate for under-achievement in one or more Entry 1 or Entry 2 unit outcomes in a unit by attaining Entry 2 or Entry 3 outcomes (as appropriate) and the associated mark(s) in the same unit or in any/all of the other seven units.

### 21.2 Level Descriptions

The following level descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular levels. The descriptions must be interpreted in relation to the outcomes and content specified by the units set out in sections 9 to 15. They are not designed to define that content.

#### Entry 1

Pupils use mathematics as an integral part of classroom activities. They represent their work with objects or pictures and discuss it. They recognise and use a simple pattern or relationship.

Pupils count, order, add and subtract numbers when solving problems involving up to 10 objects. They read and write the numbers involved.

## Entry 2

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

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

Pupils select the mathematics they use in some classroom activities. They discuss their work using mathematical language and are beginning to represent it using symbols and simple diagrams. They explain why an answer is correct.

Pupils count sets of objects reliably, and use mental recall of addition and subtraction facts to 10. They begin 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 use the knowledge that subtraction is the inverse of addition. They use mental calculation strategies to solve number problems involving money and measures. They recognise sequences of numbers, including odd and even numbers.

Pupils 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 begin to use everyday non-standard and standard units to measure length and mass.

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

## Entry 3

Pupils 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. Pupils discuss their mathematical work and are beginning to explain their thinking. They use and interpret mathematical symbols and diagrams. Pupils show that they understand a general statement by finding particular examples that match it.

Pupils show understanding of place value in numbers up to 1000 and use this to make approximations. They begin to use decimal notation and to recognise negative numbers, in contexts such as money and temperature. Pupils use mental recall of addition and subtraction facts to 20 in solving problems involving larger numbers. They add and subtract numbers with two digits mentally and numbers with three digits using written methods. They use mental recall of the 2, 3, 4, 5 and 10 multiplication tables and derive the associated division facts. They solve whole-number problems involving multiplication or division, including those that give rise to remainders. They use simple fractions that are several parts of a whole and recognise when two simple fractions are equivalent.

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

Pupils 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.

---

### 21.3 Presentation of Evidence

Evidence must be presented for moderation on a unit basis. Work submitted in response to the externally-set assignments will clearly indicate the outcomes successfully completed and, in each case, the candidate's mark (out of 30) for the assignment as a whole. For all internally-assessed units, it must be clear, through flagging or other means, where the evidence for the successful completion of each specific outcome is to be found. The candidate's mark (out of 15) for each teacher-devised task must be clearly shown.

The evidence for each unit must match that stipulated for each unit under the section 'Evidence to be offered'.

The work submitted for assessment should **not** include all the work completed by a candidate in preparation for assessment – **only that which is required by each unit.**

## 22

## Supervision and Authentication

- 
- 22.1 **Supervision of Candidates' Work** The Head of a centre is required to provide supervision. This should be sufficient for AQA to be assured that every reasonable step has been taken to ensure that all the work submitted is that of the candidate concerned. The precise means of supervision will inevitable differ from centre to centre, but it is expected that the teacher will be involved in on-going discussion with the candidate at all stages of the work. All the externally-set assignments must be completed under controlled conditions directly supervised by the teacher, as described in Section 7.1.
- 
- 22.2 **Guidance by the Teacher** The work assessed must be solely that of the candidate concerned. Any assistance given to an individual candidate has to be limited to the use of strategies designed to improve accessibility such as:
- the rephrasing of questions which have not been understood
  - the explanation of terms or phrases used in tasks and questions where such explanation does not, in itself, provide the information which the candidates must supply;
  - the provision of feedback in relation to inappropriate or inadequate answers given by the candidate where such feedback does not, in itself, provide the information which the candidate must supply.
- 
- 22.3 **Unfair Practice** At the start of the course, the supervising teacher is responsible for informing candidates of the AQA Regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of evidence to be submitted for assessment, and must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to AQA. The penalties for malpractice are set out in the AQA Regulations.
- 
- 22.4 **Authentication of Candidates' Work** Both the candidate and the teacher are required to sign declarations confirming that the work submitted for assessment is the candidate's own. The teacher declares that the work was conducted under the specified conditions, and records details of any additional assistance on the *Candidate Record Form*.
-

## Standardisation

---

### 23.1 Standardising Meetings

Annual standardising meetings will usually be held in the autumn or spring term. At these meetings support will be provided for centres in the development of appropriate assessment tasks and assessment procedures.

Centres entering candidates for the first time must send a representative to the meetings. Attendance is also mandatory in the following cases:

- where there has been a serious misinterpretation of the specification requirements;
- where the nature of the internally-assessed class work produced by a centre has been inappropriate;
- where a significant adjustment has been made to a centre's marks in the previous year.

Otherwise attendance is at the discretion of centres.

---

### 23.2 Internal Standardisation of Marking

Where more than one teacher is involved, centres are responsible for standardising assessment. Centres will be required to confirm that internal standardisation has taken place by completing a *Centre Declaration Sheet*, an example of which can be seen on our website [http://www.aqa.org.uk/admin/p\\_course.php](http://www.aqa.org.uk/admin/p_course.php)

## 24

## Administrative Procedures

### 24.1 Recording Assessments

An *AQA Summary Sheet* must be completed for each internally assessed unit. The *Summary Sheet* is used to indicate each candidate's achievement of the individual outcomes of the unit.

An individual *Candidate Record Form* must be completed for each candidate (see Appendix B). Centres will use this form to record the marks gained for each unit. *Candidate Record Forms* must be signed by the candidate and the teacher.

A list of the candidates entered (the Centre Mark Sheet) will be sent to centres by 30 April in the year of certification. Centres will use this list to record the overall mark for the specification. The top copy of this three-part Centre Mark Sheet should be sent to AQA and Part 2 (together with Part 3 if a centre has more than 20 candidates) to the Moderator, as soon as possible and by no later than **31 May**.

### 24.2 Submitting of Recommendations

Full instructions for the submission of marks and evidence for moderation are provided in a separate booklet.

### 24.3 Retention of Evidence

Centres are requested to retain the evidence relating to the achievement of candidates under secure conditions until 31 October following certification, to allow for the possibility of enquiries about results. AQA may, at any time up to this date, require a centre to produce all or some of the stored material for inspection.

25

## Factors Affecting Individual Candidates

<p>25.1 Failure to meet the requirements of the Specification / Special Consideration</p>	<p>As a result of illness or other exceptional circumstances, the work available from a candidate might not meet the requirements of the specification. In such a case the centre should provide all relevant information about the circumstances of the assessment made by submitting a request for special consideration. This should be sent to the AQA, using the relevant form. Appropriate medical documentation should be sent with the form. A similar procedure should be followed in cases where a candidate has completed work but suffers from some form of disability or handicap which may have affected their work. (See also section 25.3 below.)</p>
<p>25.2 Lost Work</p>	<p>Where work is misplaced in circumstances beyond the candidate's control, the AQA should be notified immediately of the date of the loss, how it occurred and upon whom the responsibility for the loss rests. The AQA will provide details of the procedures to be followed in such cases.</p>
<p>25.3 Special Arrangements for candidates with particular requirements</p>	<p>The normal learning support to which the candidate is accustomed is permissible in most circumstances. The learning support should, however, neither give the candidate an unfair advantage nor place the candidate at any disadvantage.</p> <p>The support provided should not result in any task being undertaken on behalf of the candidate.</p> <p>See also section 3.4.</p> <p>Time Additional time for the completion of an externally-set assignment may be granted at the discretion of the Head of the Centre.</p> <p>Mechanical and technical aids Any mechanical or technical aids usually used by the candidate to help him/her in learning can be used during the completion of work for assessment purposes.</p> <p>Readers, communicators and Braille Use may be made of readers, communicators or Braille to enable candidates to access internally- assessed class work assessment tasks or externally-set assignments.</p>

Teacher recording of student responses

Where indicated in the evidence to be offered as acceptable, a teacher written record of a candidate's responses may be submitted without the need for specific permission from the AQA. This applies especially at Entry 1 and Entry 2. In other cases, applications must be made to AQA. These applications should be made either to Guildford or to Manchester on the basis of a centre's geographical location (see Circular AQA/99/D/December 1999). Applications should be received as early in the course as possible, but no later than six weeks before the intended date(s) of the assessment(s).

25.4 Candidate changes schools

If a candidate moves from one centre to another, AQA should be consulted at the earliest possible stage to discuss arrangements.

## 26

## Moderation

26.1 Moderation Procedures

It is necessary to moderate candidates' work to ensure that no injustice occurs to candidates. Moderation will take place on the basis of detailed scrutiny by an AQA-appointed moderator of all the evidence relating to a sample of candidates.

Centres will submit completed portfolios from all candidates who are entered for the qualification (unless the centre is entering more than 20 candidates in which case a sample of candidate's work would be required).

For each candidate, the evidence provided for inspection by the moderator should be presented in a clear and helpful way. See also section 19.

Samples of evidence will be returned to centres.

26.2 Post-moderation Procedures

The following post-results services will be available.

- Remoderation of original sample
- Remoderation with report

Full details will be issued in the post-results circular which is distributed to centres with the results.

## Awarding and Reporting

### 27

## Grading, Shelf-life and Re-sits

27.1	Qualification Titles	The qualification based on this specification has the following title: AQA Entry Level Certificate in Mathematics.
27.2	Grading System	The qualification will be awarded on a 3 point scale: Entry 1, or Entry 2 or Entry 3 and will be recorded on the certificate accordingly.
27.3	Re-sits	Candidates may <b>not</b> make more than one attempt at the same externally-set assignment for a unit, although they may attempt a different assignment if they fail, for whatever reason, to complete the first assignment.
27.4	Minimum Requirements	<p>To gain the award of an Entry Level Certificate candidates are required to present evidence for eight units. Candidates not submitting some work from all eight units will be awarded zero for any missing units.</p> <p>Candidates for the Entry Level Certificate are not required to provide evidence for the completion of <b>all</b> outcomes listed in each unit but they should be encouraged to complete as many as possible.</p>
27.5	Unit Award Scheme	<p>Candidates at centres which are registered to participate in the Unit Award Scheme may receive a detailed Unit Award Statement (listing all outcomes) for each unit completed which can be included in their National Record of Achievement (NRA) or Progress File.</p> <p><b>All outcomes of a unit</b> at the specific level (either Entry 1, or Entry 2 or Entry 3) must be achieved as a condition of the issue of a Unit Award Statement at the specific level of attainment. Unit Award Statements are issued at intervals during the course. (See Appendix A for further details of the Unit Award Scheme.)</p>
27.6	Awarding and Reporting	All assessment will be conducted according to the Common Code of Practice issued by the regulatory authorities. This specification will comply with the grading, awarding and certification requirements.

# Appendices

## A

### The AQA Unit Award Scheme

#### A.1 Introduction

The AQA Unit Award Scheme provides the opportunity to give students formal recognition of their success in short programmes of work (units) within the context of recording achievement.

Successful completion of a unit is recognised through the issue to the student of a certificate detailing the outcomes achieved. This certificate is called a Unit Award Statement.

#### A.2 How the Unit Award Scheme is Used

- a To recognise the achievement of students of all abilities in non-qualification contexts, including curriculum delivery, eg, at Key Stages 3 and 4, enrichment activities, personal development, citizenship-related activities, sport, outdoor pursuits, study skills. Centres may write their own units for use in non-qualification contexts and/or may use units written by other centres or by the AQA.
- b To provide interim accreditation of the achievement of students following the AQA Entry Level Certificate specifications, where those are unit based.

#### A.3 Relationship with the Entry, Foundation and Intermediate Level certificates

A number of AQA's Entry Level Certificate specifications are presented in a unit format which allows the units to be used within the context of the Unit Award Scheme as well as the Entry Level Certificate.

Centres entering students for an Entry Level Certificate are **not** required to be involved in the AQA Unit Award Scheme.

However, if a centre wishes to give students detailed credit for completing **individual** units from the Entry Level Certificate specifications successfully; it can do this through the Unit Award Scheme. Students would then receive a Unit Award Statement for each unit completed, which lists all the outcomes of the unit, in the case of this specification at the particular level of attainment (either Entry 1, or Entry 2 or Entry 3).

To be awarded a Unit Award Statement, a student must complete successfully every outcome of the Unit concerned at a particular level and every item of evidence must be produced.

Where there are externally-set assignments, these may form all or part of the evidence to be offered, but it is not a requirement for unit accreditation that any externally set assignments are used.

A.4 Entries

- a A centre may choose to enter students for:
- the Entry Level Certificate only; **or**;
  - the Entry Level Certificate **and** the Unit Award Scheme; **or**;
  - the Unit Award Scheme only.

Consequently, the Entry Level Certificate and the AQA Unit Award Scheme have separate registration and entry procedures.

- b To register to participate in the Unit Award Scheme, a centre must complete a Unit Award Scheme Centre Registration Form and make appropriate arrangements to receive training from an approved source.

When training is provided by AQA, a charge is made. This training relates to use of the Unit Award Scheme and is separate and different from that provided for each Certificate specification.

Centres may join the Unit Award Scheme at any time of the year.

---

A.5 Further Information

Further information about the Unit Award Scheme and Centre Registration Forms are available from the AQA Unit Award Scheme Department, AQA Harrogate Office, 31-33 Springfield Avenue, Harrogate, North Yorkshire HG1 2HW, telephone 01423 840015, fax 01423 564875, e-mail [unitawardscheme@qa.org.uk](mailto:unitawardscheme@qa.org.uk).

**B**

## Record Forms

**CANDIDATE RECORD FORMS, CENTRE DECLARATION SHEETS AND SUMMARY SHEETS ARE AVAILABLE ON THE AQA WEBSITE IN THE ADMINISTRATION AREA.**

**THEY CAN BE ACCESSED VIA THE FOLLOWING LINK**

[http://www.aqa.org.uk/admin/p\\_course.php](http://www.aqa.org.uk/admin/p_course.php)