OCR
RECOGNISING ACHIEVEMENT

Basic Skills

Adult Numeracy

Entry Level

Certificate

tutor's handbook

L075 0811 Oxford Cambridge and RSA Examinations

CONTENTS PAGE

INTRODUCTION

The OCR Entry Level Certificate in Adult Numeracy is part the OCR suite of basic skills qualifications. The other qualifications in the suite are Adult Literacy and ICT Skills for Life. The qualifications in the suite are based on the national standards for Adult Numeracy, Adult Literacy and ICT Skills for Life. The national standards can be found on the QCA website at www.qca.org.uk/qualfications.

Qualification Title	QCA Accreditation Number	OCR Code
OCR Entry Level Certificate in Adult Numeracy	100/2231/4	03393

This qualification meets in full the requirements of the Adult Numeracy standards at each of the three levels of Entry Level. It is anticipated that learning programmes will be based on the Adult Numeracy Core Curriculum at Entry Level.

The qualification is appropriate for post-14 learners and has been designed to provide learners with the opportunity to develop their skills and confidence in using number in practical situations.

The unit based structure of the qualification allows candidates to work towards units at the level most appropriate for their skills. In order to achieve the full qualification candidates are required to achieve one unit in each of the two skill areas, however the units do not need to be achieved at the same level.

The assessment method has been designed to be flexible. All units are assessed in the centre, this gives tutors the opportunity to provide feedback to the candidates before their work is submitted to OCR for moderation. This gives candidates the opportunity to complete any assessment requirements that they have not achieved. Only evidence that meets all of the assessment requirements should be submitted for moderation.

This qualification is designed to encourage and support progression towards the Level 1 Adult Numeracy qualification or the Level 1 Key Skill in Application of Number.

Tutor's Handbook

This Tutor's Handbook replaces the 2002 version. It provides information for centre staff involved in the planning, delivery, assessment and moderation of the qualification.

It is important that all centre staff involved in the delivery, assessment and moderation of this qualification understand the requirements laid down in this Tutor's Handbook. Centres should therefore ensure that all members of staff involved with the qualification have access to this publication.

A copy of this Tutor's Handbook is provided free to all approved centres. Further copies are available for downloading from our website www.ocr.org.uk or, where preferred, centres may purchase additional copies from OCR Publications (0870 7706622).

Documentation updates

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

Administration arrangements for this qualification

A separate publication, the OCR Administrative Guide to Basic Skills (code A851), provides full details of the administration arrangements for this qualification. It is issued free to all approved centres and is available on the OCR website.

If centre staff have queries

This Tutor's Handbook and the OCR Administrative Guide to Basic Skills contain all the information needed to deliver, assess, moderate and administer this qualification. If centre staff have any queries about this qualification that are not answered in these publications, they should refer to the section **Further Support and Information**.

GENERAL INFORMATION

Qualification profile

Title	**OCR Entry Level Certificate in Adult Numeracy**	
OCR code	**03393**	
Level	This qualification has been accredited onto the National Qualifications Framework (NQF) at Entry Level 1, Entry Level 2 and Entry Level 3.	
Qualification Accreditation Number (QAN)	**100/2231/4 (full qualification)**	
Candidate profile	This qualification is suitable for post-14 learners who wish to develop their confidence and skills in using number in practical situations. Candidates entered for this qualification are likely to be following a course of study based on the Adult Numeracy Core Curriculum at Entry Level.	
Entry requirements	There are no formal entry requirements for this qualification. Candidates can be entered at the level appropriate to their skills. Both unit and full qualification entry is available.	
Qualification structure	The qualification contains two units at each of the three levels of Entry Level. • **Using Number** (Unit QAN L/101/4042) • **Using Common Measures, Shape and Space and Data** (Unit QAN R/101/4043) Candidates must achieve two units to be awarded the qualification.	
Assessment	All units are assessed in the centre by the tutor/assessor and externally moderated by OCR. The **Using Number** unit is assessed by OCR-set tasks. The **Using Common Measures, Shape and Space and Data** unit is assessed by practical activities set in the centre. Candidate Evidence Sheets are available to aid the recording and tracking of evidence for this unit. Only work that meets all the assessment requirements should be sent to OCR for moderation.	
Certification	Candidates achieving two units (one from each skill area) will be awarded the full qualification. The units do not need to be at the same level. Full and unit certification is awarded. The unit certificate will include the level achieved.	
Funding	This qualification has been accredited onto the NQF and, as such, is eligible for public funding. When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above.	
National standards	The content of this qualification meets the requirements of the national standards for Adult Numeracy at Entry Level 1, 2 and 3.	
Last entry dates*	31 August 2010	**Revised date:**
Last certification dates*	31 August 2012	**Revised date:**

*OCR will inform centres of changes to these dates. All centre records must be updated accordingly.

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GENERAL INFORMATION

Target market

This qualification is suitable for post-14 learners who wish to develop and/or demonstrate their skills in numeracy at Entry Level. At Key Stage 4 it is approved for those pupils who need access to a wider range of certification for mathematics.

It is appropriate for those engaged in formal study programmes, including those following full-time/part-time programmes of study addressing numeracy skills. It is also suitable for those following vocational programmes of study, family numeracy programmes, "mentored" learning, community learning or other training programmes.

It is anticipated that learners will be following a course of study based on the Adult Numeracy Core Curriculum at Entry Level.

Qualification aims

1 To develop candidates' skill and confidence in recognising and using numerical information in practical everyday situations.

2 To develop candidates' skill in calculating and using numbers in practical everyday situations.

3 To develop candidates' skill in recognising and using shapes and measures in practical everyday situations.

4 To develop candidates' skill in presenting and explaining results in practical everyday situations.

5 To develop candidates' confidence in using numerical skills in a range of contexts for different practical purposes.

6 To encourage progression by assisting in the development of the skills and knowledge which candidates will need in order to undertake further study.

Entry requirements

There are no minimum entry requirements for this qualification. The qualification is available at Entry 1, Entry 2 and Entry 3. Candidates are permitted to enter at the level appropriate to their needs and skills. In order to achieve the award, candidates must be able to meet all of the assessment requirements at their chosen level.

Entry restrictions

There are no restrictions on entry to this qualification. Candidates can enter units at any level of the qualification.

Candidates will be able to draw on previous learning through National Curriculum study of Mathematics or through previous programmes of learning addressing basic skills.

The qualification will also be suitable for those who have had no prior learning in this area and for whom this is a first step towards developing numeracy skills.

Progression opportunities

This award is designed to provide progression to the Level 1 Certificate in Adult Numeracy and to the Key Skill in Application of Number at Level 1. The skills developed through the qualification will also be transferable to a range of different vocational contexts.

For those candidates who wish to broaden their achievements at this level and for whom progression will be horizontal rather than vertical, OCR also offers Entry Level Certificates in a range of general and vocational skill areas, these include Adult Literacy, ICT Skills for Life, Preparation for Employment, Job-seeking Skills, Learning Skills, Citizenship and vocational skill areas including Retail, Leisure and Tourism, Catering, Hairdressing, Office Practice and Manufacturing.

Supporting candidates

To assist centres in their support of candidates, sample tasks and mark schemes are provided for the Using Number units at Entry 1, 2 and 3. The sample tasks can be used as practice material for candidates.

Candidate Evidence Sheets are provided to enable tutors to record and track candidates' evidence for the Using Common Measures, Shape and Space and Data units.

Qualification structure

The qualification contains two units at each of the three levels of Entry Level. The units are differentiated by an increase in Knowledge, Skills and Understanding required at each level.

The units are equally weighted. Candidates need to achieve two units to be awarded the full qualification. The units do not need to be at the same level. **All** of the stated assessment requirements for each of the 2 units must be achieved.

The units are numbered for reference purposes only. There is no requirement for candidates to work towards the units in any particular order and teachers/tutors may tailor learning programmes to meet individual situations.

All of the units are centre assessed and moderated by OCR.

OCR Entry Level Certificate in Adult Numeracy		**100/2231/4**
Entry 1		
Unit 1	Using Number (Entry 1)	L/101/4042
Unit 2	Using Common Measures, Shape and Space and Data (Entry 1)	R/101/4043
Entry 2		
Unit 3	Using Number (Entry 2)	L/101/4042
Unit 4	Using Common Measures, Shape and Space and Data (Entry 2)	R/101/4043
Entry 3		
Unit 5	Using Number (Entry 3)	L/101/4042
Unit 6	Using Common Measures, Shape and Space and Data (Entry 3)	R/101/4043

Combining units to achieve a full qualification

The two units are equally weighted and candidates must achieve one of Units 1, 3 and 5 **and** one of Units 2, 4 and 6 in order to achieve the full qualification.

Candidates do not have to achieve both units at the same level. Tutors may mix and match units to reflect the skill profile of individual candidates. Unit certificates will record the level achieved for each unit. Candidates achieving both units will be awarded a full OCR Entry Level Certificate in Adult Numeracy.

This structure gives a flexible, unit-based approach which allows candidates to work towards individual units within their own learning and work experience contexts and at their own pace. It also provides a mechanism for reflecting achievement at a higher level in some skill areas.

Unit format

The information contained in each unit is structured in the same way. This will help centre staff and candidates to understand fully the requirements of this qualification. The content and structure of each unit is described below:

Title
The title of the unit identifies the unit number, the skill area and the level.

Learning outcomes
This section identifies the knowledge, understanding and skills that candidates will develop through following a programme of study that leads to the award of the unit.

The learning outcomes at each level reflect the outcomes identified in the national standards for Adult Numeracy.

Assessment objectives
This section sets out the essential knowledge and skills which candidates will need to demonstrate for each unit. Candidates will be required to achieve all assessment objectives in order to achieve the unit.

The assessment objectives reflect the outcomes identified in the national standards for Adult Numeracy in the sections *'to meet the standards a person will be expected to'.*

Knowledge, understanding and skills
This section identifies the depth of the underpinning knowledge, understanding and skills which candidates will need in order to achieve the assessment objectives.

It is anticipated that teachers/tutors will cover all of the specified knowledge, understanding and skills through their teaching and that candidates will be able to draw on the breadth of their learning when they undertake assessment activities.

The knowledge, understanding and skills reflect the content of the Adult Numeracy Core Curriculum.

Core Curriculum references
The assessment objectives and related knowledge, understanding and skills have been referenced to the Adult Numeracy Core Curriculum.

Assessment requirements
This section details the form of assessment and the nature of the tasks that the candidate will be required to undertake to achieve the unit.

Evidence requirements and tutor notes
This section identifies the evidence that will need to be produced to meet the assessment objectives for the unit. The notes for tutors provide extra guidance to support the gathering of the evidence.

Wider issues

Spiritual, moral, ethical, social and cultural issues

Although there are no specific requirements in relation to spiritual, moral, ethical, social and cultural issues, teachers and tutors delivering a programme of study in Adult Numeracy that supports this specification would have opportunities to address all of these issues through their choice of teaching materials. For example, the source material used to extract numerical information may relate to social and cultural issues and may therefore provide an opportunity for teachers/tutors to address these issues.

Environmental issues, health and safety considerations

Although there are no specific requirements in relation to health and safety, environmental issues and European developments, teachers and tutors delivering a programme of study in Adult Numeracy that supports this specification would have opportunities to address all of these issues through their choice of teaching materials. For example, source material used to extract information could provide an opportunity to explore environmental issues.

Guided learning hours

OCR recognises that the needs of learners following courses of study leading to this qualification are particularly diverse and that this will result in a wide range of approaches to learning. OCR does not prescribe guided learning hours for this qualification.

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

Mode of delivery

It is anticipated that learning programmes will be based on the requirements of the Adult Numeracy Core Curriculum. Copies of the Core Curriculum can be obtained from the Basic Skills Agency www.basic-skills.co.uk

There are numerous valid ways of delivering this qualification. These include a discrete programme of study, as well as integrating learning as part of a broader basic skills programme that includes Adult Literacy and/or ICT Skills for Life.

Centres should consider the candidates' complete learning experience when designing learning programmes. The levels have been designed to be co-teachable, thus giving centres and candidates greater flexibility and an adaptable learning environment.

It is anticipated that there will be formal teaching input to develop fully the knowledge, understanding and skills identified in the specification. It is suggested that tutors/teachers refer to the Adult Numeracy Core Curriculum for examples of activities that could be used to allow candidates to practice their numeracy skills.

Wherever possible candidates should be encouraged to use their numeracy skills in a context that is appropriate to their everyday lives and interests.

Arrangements for candidates with access-related assessment needs

We aim to make sure that all candidates are given equal opportunity to demonstrate their attainment. Full details of the arrangements available for candidates with access-related assessment needs are contained in our booklet Access to Assessment: NVQs, Vocationally-Related Qualifications (VRQs) and Other Vocational Qualifications - Regulations and Guidance relating to Candidates with Particular Requirements (L016).

Funding

This qualification is accredited onto the National Qualifications Framework (NQF) and, as such, is eligible for public funding. When seeking funding, centres will need to provide the Qualification Accreditation Number (QAN). The QAN for this qualification is given in the Qualification Profile at the beginning of this booklet.

For information on funding for this qualification centres should contact the Learning and Skills Council (LSC).

Results enquiries and appeals

For full details on results enquiries and appeals please refer to the OCR Administrative Guide to Basic Skills (code A851).

Centre malpractice guidance

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

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

Further information is contained in the publication *Guidelines for Dealing with Cases of Malpractice* (R322) which is available from OCR Information Bureau: 024 76 851509.

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

ASSESSMENT AND MODERATION

Assessment of this qualification meets the Qualifications and Curriculum Authority (QCA) Code of practice for Entry Level qualifications.

Candidates can be entered for a single unit or the full qualification.

In order to achieve the full qualification candidates must achieve one 'Using Number' unit and one 'Using Common Measures, Shape and Space and Data' unit. Candidates do not need to achieve both the units at the same level.

Method of assessment

There are two methods of assessment:

The Using Number units (1, 3 and 5) are assessed by tasks that are set by OCR. These tasks are marked in the centre and sent to OCR for moderation.

The Using Common Measures, Shape and Space and Data units (2, 4, and 6) are assessed by practical tasks based on all the evidence requirements specified in the unit.

In order to achieve a unit the candidate must demonstrate that they have achieved all of the assessment requirements by providing the evidence specified.

Sufficiency of evidence

OCR requires centres to submit for moderation only the evidence specified for each unit. OCR does not require centres to submit for moderation additional evidence produced by the candidate in the course of an activity or study.

Role of the assessor

It is the tutor/assessor's responsibility to assess the evidence presented by the candidate, provide feedback to the candidate, and confirm successful completion of units (which will be confirmed through internal and external moderation). Assessors will judge candidates' evidence against the mark scheme or assessment requirements specified in the unit.

When candidates complete a unit, the assessor (usually the teacher/tutor) will assess their work. Assessors must:

- judge the candidate's work against the standard identified in the unit and assessment/evidence requirements
- show clear evidence of marking in all tasks
- identify valid and sufficient evidence, identify gaps in evidence and give feedback to candidates
- provide candidates with the opportunity to meet any gaps in their evidence
- liaise with other assessors in their centre who are assessing the same unit to ensure their assessment is consistent and valid
- maintain records of candidate achievement.

All evidence must be assessed and internally moderated in the centre before it is submitted to OCR for moderation. Evidence should only be submitted when the assessor is satisfied that all assessment requirements have been met.

Internal standardisation/moderation and sampling strategies

Centres must have in place processes to review assessors' decisions and ensure that they are correctly interpreting and applying the assessment objectives specified in the unit. The system for internal standardisation is a matter for individual centres and OCR fully supports the use of the centre's own quality assurance systems where this ensures robust internal standardisation.

In order to maintain a consistent approach to internal standardisation, a centre co-ordinator should be nominated. The centre co-ordinator will be responsible for:

- maintaining a list of current assessors
- ensuring all assessors have access to the Tutor's Handbook
- ensuring all assessors are working at the same standard
- arranging regular standardisation meetings
- ensuring cross-moderation of work between assessors
- maintaining the records of the outcomes of cross-moderation activities
- regularly sampling the assessment of all assessors and documenting the outcome
- advising assessors of any discrepancies in assessment and suggesting ways in which assessment may be brought into line with the work of other assessors.

Centres must keep records of internal standardisation and have these available for a minimum of one year.

Internal moderators should sample assessments systematically in order to ensure the quality and consistency of assessment decisions made by assessors.

Internal moderators should aim to draw their samples across all assessors and units. The number sampled will reflect the number of candidates entered.

External moderation

External moderation assesses the centre's internal assessment to ensure it meets the national requirements for this qualification.

OCR Examiner-moderators are appointed by OCR to moderate centre assessment decisions.

OCR requires centres to submit for moderation only the appropriate evidence for specific units. OCR does not require centres to submit for moderation additional evidence produced by the candidate in the course of an activity. OCR, however, anticipates that centres may wish to create programmes of learning for candidates towards the completion of these units that may generate additional items of evidence. Centres are free to do this, but OCR does not require these items to be submitted with the evidence as part of accreditation of the unit.

OCR requires that all Candidate Evidence Sheets submitted in support of achievement are signed by the tutor prior to submission for moderation.

Tutors must check that each aspect of the assessment objective has been met by the candidate before work is signed and sent for external moderation.

Centres must use the candidate's Assessment Record Folder (ARF) to send the candidate evidence to the OCR Examiner-moderator. Single unit and full qualification ARFs can be purchased.

External moderation of a centre's assessment decisions is achieved through systematic sampling. The assessment decisions of each assessor submitting work will be sampled. The outcomes of moderation will apply to all work submitted in each batch submitted for moderation.

The Examiner-moderator will complete a Centre Feedback Report Form (NQF6) for each batch of work. If the centre assessment is satisfactory there will be no change to the candidate results and certificates will be issued.

If the centre assessment is inaccurate, the necessary amendments to candidates' achievements will be recorded on the Centre Feedback Report Form (NQF6) and certification will reflect these amendments.

Examiner-moderators are not empowered to enter into direct contact with centres. In no circumstances must centres attempt to contact their Examiner-moderator in any way other than through posting candidate work to the address provided to them by OCR. Any queries concerning the units or assessment must be directed to OCR, Coventry.

Centre-assessed work

Candidates are required to produce evidence demonstrating that they have met all of the assessment requirements identified in a unit.

Assessment is centre based and all units will be assessed by teachers/tutors. Tutors must use the OCR mark scheme provided with the OCR task booklet to assess the Using Number units.

OCR Candidate Evidence Sheets are provided to assist tutors in tracking each candidate's achievements in the Using Common Measures, Shape and Space and Data units.

Centres will be required to forward all assessed work to the OCR Examiner-moderator for moderation.

Tutors must only submit work that evidences how individual candidates have met the evidence requirements.

Assessing Using Number – Units 1, 3 and 5

Units 1, 3 and 5 are assessed by OCR-set tasks. The OCR-set tasks are centre marked and OCR moderated.

Candidates should be entered for one unit only at the level appropriate to their skills, ie either Unit 1, 3 or 5.

When candidates are entered for the OCR Entry Level Certificate in Adult Numeracy, centres will be sent the live tasks booklet. The task booklet contains assessment material for Entry 1, Entry 2 and Entry 3.

The task booklet contains the following documents:
i) Notes for Tutors
ii) Information for Candidates
iii) Candidate Task Sheets
iv) Mark Scheme for each unit (this document is confidential and for tutor use only)

Notes for Tutors

The *Notes for Tutors* have been designed to aid teachers/tutors in preparing candidates for the assignments and in administering the tasks.

Information for Candidates

This information has been designed to make candidates aware of the skills that will be assessed in the unit.

Candidate Task Sheets

The task sheets are the formal assessment documents and should be photocopied and given to the candidates when they are ready for assessment. The tasks enable candidates to demonstrate their skills in using number accurately in both mechanical and practical problems.

Candidates are allowed up to 4 hours in total to complete the full unit. The tasks in the unit may be undertaken separately and in any order. For example, candidates may undertake Task 1 in one session of 1 hour, Task 2 in a further session of 1 hour 15 minutes the following week, Task 3 and Task 4 in a further session of 1 hour 45 minutes three weeks later.

Candidates must **not** return to tasks once they have been completed. Tutors should ensure that the work completed for each task is kept securely and is not returned to the candidate.

Tutors will be required to verify on the front cover of the Assessment Record Folder (ARF) that the work submitted is solely that of the candidate concerned.

Mark Scheme

The mark scheme provided in the task booklet gives marking instructions for each unit. The tutor/assessor must use this mark scheme to assess the candidate's work. Evidence of marking must be shown.

In order to achieve a Pass, candidates will be required to achieve 75% of the total marks available. The mark achieved by the candidate must be recorded in the MARK box on the front cover of the candidate's ARF.

The OCR Examiner-moderator will moderate the marking and adjust the marks if necessary.

Assessing Using Common Measures, Shape and Space and Data – Units 2, 4 and 6

Units 2, 4 and 6 are centre assessed and OCR moderated.

Candidates are required to demonstrate that they have developed all of the skills identified in the unit and are able to use them in practical situations. The skills assessed are identified for each activity.

Candidates should complete all of the assessment activities independently. Guidance on the nature of the evidence required is provided for each unit.

Evidence requirements

Evidence will be needed in support of **all** aspects of the assessment activities identified in the unit. Candidates must carry out all of the activities independently.

Tutors should identify activities that will be of interest to candidates and that are relevant to adult life. Activities may be carried out in any context as long as candidates are able to generate appropriate evidence.

Worksheets/proformas may be prepared for candidates to complete. Tutors may act as scribes for candidates and note candidates' observations for them. Evidence may also take the form of witness statements from tutors where documentary evidence is not naturally available, eg where candidates use positional vocabulary in verbal rather than written contexts. Where witness statements are used, tutors should ensure that the statement also contains information on the context in which the assessment requirement was met.

OCR Candidate Evidence Sheets have been provided to aid the collection and tracking of evidence for units 2, 4 and 6 (see below).

Only the activities providing the evidence for the unit should be sent to the OCR Examiner-moderator.

Notes for Tutors

The Notes for Tutors provide guidance on activities for gathering evidence.

Sample activities and applications may be found within the sample activities and guidance sections of the Adult Numeracy Core Curriculum.

Tutors should assess candidates' work for both accuracy and understanding. Evidence of marking must be shown.

Only work that meets the evidence requirements must be included in the ARF for moderation.

OCR Candidate Evidence Sheets

OCR Candidate Evidence Sheets are provided for units 2, 4 and 6 to assist teachers/tutors to record and track each candidate's achievements. The OCR Candidate Evidence Sheets fully cover the assessment requirements for each unit, therefore using these will ensure that all evidence requirements have been met. If centres do not use the OCR Candidate Evidence Sheets they can devise their own appropriate evidence documents.

CERTIFICATION

Certification

Full qualification:

Candidates who are successful in meeting the requirements of both units at any level will receive:

- A unit certificate listing each unit title and the level achieved
- A certificate giving the full qualification title, ie

OCR Entry Level Certificate in Adult Numeracy

Unit certification:

Candidates who achieve only one unit will receive a unit certificate. The unit certificate will indicate the level achieved.

Where candidates wish to upgrade unit certificates to a full qualification, they will need to take/retake assessment in the other unit needed for the full qualification.

Awarding will be conducted according to the code of practice approved and published by the regulatory authorities.

Certification process

Units successfully achieved are carried forward. Full qualification certificates will be automatically generated when a candidate has achieved one unit from units 1, 3 or 5 **and** one from units 2, 4 and 6. As the certificates are produced by matching candidate details it is essential that candidate details are entered consistently every time a submission form is completed. Any inconsistency, eg entering initials on one occasion and not others, will prevent OCR automatically issuing amalgamated results and the correct certificates.

Replacement certificates

If a replacement certificate is required a request must be made to the OCR Operations Division on 024 76 470033, or in writing to the Coventry office, and an application form with further instructions will be sent. A charge will be made for a replacement certificate.

SUPPORTING DOCUMENTATION

Sample tasks

Sample tasks and marking criteria have been provided for Using Number units 1, 3 and 6. These sample tasks can be used by candidates to practice the skills tested in the live assessment tasks. Marking criteria has been provided to allow tutors to assess the sample tasks and provide feedback to candidates on their performance.

Candidate Evidence Sheets

OCR has designed Candidate Evidence Sheets for use when collecting evidence for the Using Common Measures, Shape and Space and Data units 2, 4 and 6. These recording documents have been developed to aid centres in recording candidate evidence and confirming that all aspects of the assessment requirements have been met.

Centres are encouraged to use the OCR Candidate Evidence Sheets, however, this is not mandatory. Centres not using the OCR evidence sheets must ensure that all aspects of the assessment requirements have been met and evidence supporting this is submitted. Witness statements should be used where appropriate to confirm the outcome of a task.

QUALIFICATION STRUCTURE, UNIT CONTENT, SAMPLE TASKS AND CANDIDATE EVIDENCE SHEETS

The **qualification structure** and **unit content** in this section includes the unit specification, assessment requirements, and tutor notes for each of the units.

Sample tasks and marking criteria have been included in this section for units 1, 3 and 5. These sample tasks must only be used as practice material.

Candidate Evidence Sheets have been included in this section for units 2, 4 and 6. These can be used for collecting evidence for Using Common Measures, Shape and Space and Data.

Centres are encouraged to use the Candidate Evidence Sheets as they cover all the evidence requirements for the unit. Centres that use their own evidence recording documents and/or witness statements must ensure that all aspects of assessment requirements have been met and supporting evidence is submitted.

Entry 1

Unit 1 Using Number
Sample tasks (Unit 1)

Unit 2 Using Common Measures, Shape and Space and Data
Candidate Evidence Sheets (Unit 2)

Entry 2

Unit 3 Using Number
Sample tasks (Unit 3)

Unit 4 Using Common Measures, Shape and Space and Data
Candidate Evidence Sheets (Unit 4)

Entry 3

Unit 5 Using Number
Sample tasks (Unit 5)

Unit 6 Using Common Measures, Shape and Space and Data
Candidate Evidence Sheets (Unit 6)

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UNIT 1: USING NUMBER (ENTRY 1)

Learning outcomes

Learners following a course of study leading to a full qualification in adult numeracy at this level will be able to:

- **read and understand information** given by numbers and symbols in simple graphical, numerical and written material
- **specify and describe** a practical problem or task using numbers and measures
- **generate results** which make sense and use given methods and given checking procedures appropriate to the specified purpose
- **present and explain results** which show an understanding of the intended purpose using appropriate numbers, measures, objects or pictures.

Assessment objectives	**Knowledge, understanding and skills**	**Core curriculum reference**
1 Understand and use mathematical information	• Use whole numbers to make observations • Use information from lists and simple diagrams to help understanding	N1/E1.1 HD1/E1.1
2 Calculate and manipulate mathematical information	**Use whole numbers** • Count reliably up to 10 items • Read, write, order and compare numbers up to 10, including zero • Add single-digit numbers with totals up to 10, including zero • Subtract single-digit numbers from numbers up to 10 • Interpret +, – and = in practical situations for solving problems • Use a calculator to check calculations using whole numbers **Use data** • Extract simple information from lists	 N1/E1.1 N1/E1.2 N1/E1.3 N1/E1.4 N1/E1.5 N1/E1.6 N1/E1.7 HD1/E1.1
3 Interpret results and communicate mathematical information	• Use whole numbers to present results • Use objects or simple images to present results • Reach a suitable outcome	N1/E1.2 HD1/E1.3

Assessment requirements

This unit is centre assessed and OCR moderated.

OCR provides set tasks and marking criteria for this unit. The tasks will be marked in the centre by the tutor/assessor and sent to the OCR Examiner-moderator to be moderated.

In order to achieve a Pass, candidates will be required to achieve 75% of the total marks available (the pass mark for the unit is included in the marking criteria).

Candidates who are unsuccessful in achieving a Pass, and who wish to re-sit the unit, will be required to undertake a different set of tasks.

Assessment documents

A set of OCR-set tasks and marking criteria will be sent to centres when they enter candidates. These tasks must be used for assessment purposes only.

The following documents are provided with each set of tasks.

Information for Candidates

Candidates should be provided with a copy of the *Information for Candidates* sheet prior to undertaking the formal tasks set by OCR. The *Information for Candidates* sheet has been designed to inform the candidates about the tasks they will have to undertake and also to aid their preparation for answering the OCR-set questions. Tutors may explain the content of the information sheet to the candidates.

Candidate Task Sheets

The *Candidate Task Sheets* provide the tasks/questions that candidates will need to complete for this unit. These should be used by candidates to present their responses to the OCR-set tasks.

Reading the tasks

Tutors may read text to the candidates to help them with their understanding of contexts, but candidates should read and write numerical information themselves. Tasks that can be read to candidates are identified by a speech symbol  at the top of the task.

Tutors will be required to verify that the work submitted is solely that of the candidate concerned (a separate section for this is provided in the Assessment Record Folder).

Sample tasks

A set of sample tasks has been included with this unit. These sample tasks must only be used as practice material. They **must not** be used as assessment material (the live assignment tasks will be sent to centres when they enter candidates).

UNIT 1 – USING NUMBER (ENTRY 1)

SAMPLE TASKS

OCR ENTRY LEVEL CERTIFICATE IN ADULT NUMERACY
INFORMATION FOR CANDIDATES

SAMPLE TASKS

Unit 1 Entry 1 – Using Number

There are **four** different practice tasks to complete. You will have four hours to complete these, however, each task can be undertaken in a separate session.

For each task, you will need to use the skills listed.

Your teacher/tutor will explain anything that is not clear.

Task 1

- Working with numbers up to 10

Task 2

- Adding numbers up to 10

Task 3

- Subtracting numbers up to 10

Task 4

- Using a calculator to check results

OCR ENTRY LEVEL CERTIFICATE IN ADULT NUMERACY
CANDIDATE TASK SHEETS

SAMPLE TASKS

Unit 1 Entry 1 – Using Number

Sample Task Sheets

This sample test paper is for practice purposes only. It is not assessment material.

Instructions to Candidates

You must complete **all** of the questions for each task.

You must answer the questions on your own.

You should write down all numbers yourself.

You may ask your tutor to read the questions in Task 1 Parts A and B and also the questions in Part B of Tasks 2 and 3 to you. You must read all other questions yourself.

Your work will NOT be marked for spelling, punctuation and grammar. However, you should try to write clearly so that your answers are easy to read.

You may **not** use a calculator to complete Tasks 1, 2 and 3.

You **must** use a calculator to complete Task 4.

Candidate Name:	

Candidate Name .....

Task 1 – Working with Numbers

Part A

Write your answer on the line.

1.

How many padlocks are there? _____

2.

How many leaves are there? _____

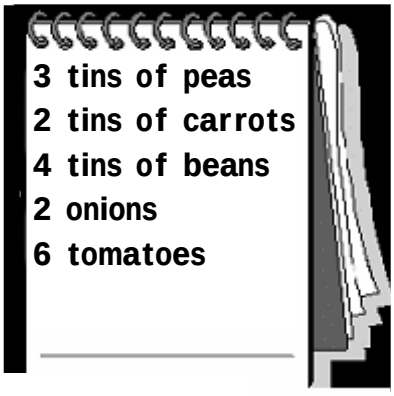
3. ☆ ☆ ☆ ☆

☆ ☆ ☆ ☆

How many stars are there? _____

(Task 1A continued)

4. **Shopping list:**



Ring the correct answer and say why you have ringed that answer.

Example

Are there more tins of carrots than peas?

Yes or (No)

Why: *3 is a bigger number than 2*

a) Are there **more** tins of peas than tins of beans?

Yes or No

Why? _____

b) Are there 9 tins in total?

Yes or No

Why? _____

c) Is there one onion?

Yes or No

Why? _____

d) Are there **less** onions than tomatoes?

Yes or No

Why? _____

(Task 1A continued)

5. **List of packets of crisp**

9 ready salted
4 salt and vinegar
5 cheese and onion
1 barbecue
3 tomato

Look at the list.

Show the number of ready salted, salt and vinegar, cheese and onion, barbecue and tomato crisps by putting a tick for each one in the correct box below.

The first one has been done for you.

Ready salted
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
Salt and vinegar
Cheese and onion
Barbecue
Tomato

Task 1 – Working with Numbers

Part B

Write your answer on the line.

1. Look at these numbers: **4, 1, 9, 6**

   Write the **largest** number. _____

2. Look at these numbers: **7, 3, 8, 4**

   Write the **smallest** number. _____

3. Put these numbers in order. Start with the **smallest**.

   7, 1, 5, 6

   _____

4. Put these numbers in order. Start with the **largest**.

   6, 2, 0, 8

   _____

5. Look at these numbers.

   3, 4, 5, 6, 7

   Write down the second number in the list._____

Candidate Name .....

Task 2 – Adding Numbers

Part A

Write down your answer.

1. 5 + 4 =

2.
$$\begin{array}{r} 6 \\ +\ 2 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 2 \\ +\ 7 \\ \hline \end{array}$$

4. 4 + 3 =

Task 2 – Adding Numbers

Part B

Write your answer and show how you worked it out.

Example:

There are 5 big cats and 4 small cats.
How many cats are there in total?

5 + 4 = 9

1. I have 2 red socks and 4 blue socks.
   How many socks are there in total?

2. There are 8 small envelopes and 1 large envelope.
   How many envelopes are there in total?

3. I have 5 first class stamps and 5 second class stamps.
   How many stamps have I in total?

Candidate Name .....

Task 3 – Subtracting Numbers

Part A

Write down your answer.

1.
$$\begin{array}{r} 7 \\ -\ 5 \\ \hline \end{array}$$

2. 9 - 3 =

3.
$$\begin{array}{r} 8 \\ -\ 2 \\ \hline \end{array}$$

4. 6 - 1 =

Task 3 – Subtracting Numbers

Part B

Write your answer and show how you worked it out.

Example:

There are 5 people in a room, 4 leave.
How many people are left?
5 – 4 = 1

1. I have 4 bread rolls and I eat 1.
How many bread rolls are left?

2. There are 6 eggs in a box and I take out 2 to cook.
How many eggs are left in the box?

3. There are 8 books on a shelf, 4 are taken away.
How many books are left on the shelf?

Candidate Name .....

Task 4 – Using a calculator to check results

Use a calculator to check the answers.

Example

Tick the correct box to show whether the answer is right or wrong.

	Right	Wrong
2 + 3 = 5	✓	

1.

	Right	Wrong
4 + 3 = 6		

2.

	Right	Wrong
6 + 2 = 8		

3.

	Right	Wrong
5 + 3 = 9		

4.

	Right	Wrong
7 - 4 = 3		

5.

	Right	Wrong
9 - 1 = 7		

Calculator used.

Tutor/Witness signature: .....

UNIT 1 – MARKING CRITERIA – ENTRY 1 (Sample Tasks)

For use by tutors only

Method marks. Where method marks are shown, if the candidate gets the method correct but the answer wrong the method mark can be given (1 mark). If the candidate gets the answer correct but does not show the method used the full 2 marks can be given (as it is assumed that the correct method has been used).

Task 1

Question No	Answer	Marks
Part A		
1	4	1
2	6	1
3	8	1
4a)	No 3 is less than 4 Accept reasoned answer (1 mark)	2
4b)	Yes (1 mark) the total is 9 Accept reasoned answer (1 mark)	2
4c)	No (1 mark) there are 2 Accept reasoned answer (1 mark)	2
4d)	Yes (1 mark) 2 is less than 6 Accept reasoned answer (1 mark)	2
5	4 ticks for salt & vinegar 5 ticks for cheese & onion 1 tick for barbecue 3 ticks for tomato (1 mark per correct set of ticks) 4 marks in total	4
Part B	**Answer**	**Marks**
1	9	1
2	3	1
3	1, 5, 6, 7	1
4	8, 6, 2, 0	1
5	4	**1**
		Total 20

Task 2

Part A	Answer	Marks
1	9	1
2	8	1
3	9	1
4	7	1

UNIT 1 - MARKING CRITERIA – ENTRY 1 (CONTINUED)

Part B		
1	2 + 4 or other acceptable method (1 mark) 6 (1 mark)	2
2	8 + 1 or other acceptable method (1 mark) 9 (1 mark)	2
3	5 + 5 or other acceptable method (1 mark) 10 (1 mark)	2
		Total 10

Task 3

Question No	**Answer**	**Marks**
Part A		
1	2	1
2	6	1
3	6	1
4	5	1
Part B		
1	4 - 1 or other acceptable method (1 mark) 3 (1 mark)	2
2	6 - 2 or other acceptable method (1 mark) 4 (1 mark)	2
3	8 - 4 or other acceptable method (1 mark) 4 (1 mark)	2
		Total 10

Task 4

Question No	**Answer**	**Marks**
1	Wrong	1
2	Right	1
3	Wrong	1
4	Right	1
5	Wrong	1
		Total 5

Total marks: 45
Pass criteria: 75% - 33 marks

UNIT 2: USING COMMON MEASURES, SHAPE AND SPACE AND DATA (ENTRY 1)

Learning outcomes

Learners following a course of study leading to a full qualification in adult numeracy at this level will be able to:

- **read and understand information** given by numbers and symbols in simple graphical, numerical and written material
- **specify and describe** a practical problem or task using numbers and measures
- **generate results** which make sense and use given methods and checking procedures appropriate to the specified purpose
- **present and explain results** which show an understanding of the intended purpose using appropriate numbers, measures, objects or pictures.

Assessment objectives		Knowledge, understanding and skills	Core Curriculum reference
1	Understand and use mathematical information	• Use whole numbers to measure and make observations	N1/E1.2 N1/E1.3
2	Calculate and manipulate mathematical information	**Use common measures** • Recognise and select coins and notes • Relate familiar events to times of the day, days of the week and seasons of the year • Describe size and use direct comparisons for the size of at least two items • Describe length, width, height and use direct comparisons for length, width and height of items • Describe weight and use direct comparisons for the weight of items • Describe capacity and use direct comparisons for the capacity of items **Use shape and space** • Recognise and name common 2-D and 3-D shapes • Understand everyday positional vocabulary **Use data** • Sort and classify objects using a single criterion • Construct simple representations or diagrams using knowledge of numbers, measures or shape and space	 MSS1/E1.1 MSS1/E1.2 MSS1/E1.3 MSS1/E1.4 MSS1/E1.5 MSS1/E1.6 MSS2/E1.1 MSS2/E1.2 HD1/E1.2 HD1/E1.3

(continued)

Assessment objectives	Knowledge, understanding and skills	Core Curriculum reference
3 Interpret results and communicate mathematical information	• Use whole numbers to present results • Use appropriate vocabulary for common measures to describe quantities • Use objects or simple images to present results • Reach a suitable outcome	N1/E1.2 N1/E1.3 MSS1/E1.3 MSS1/E1.4 MSS1/E1.5 MSS1/E1.6 HD1/E1.3

Assessment and evidence requirements

This unit is centre assessed and OCR moderated.

Candidates are required to demonstrate that they have developed all of the skills identified in this unit and are able to use them in practical situations.

Tutors should identify tasks to meet the assessment requirements that will be of interest to candidates and relevant to adult life. Tasks may be carried out in any context as long as candidates meet the assessment requirements identified and generate appropriate evidence.

The skills that are needed in order to undertake each assessment component are identified and referenced to the national standards for Adult Numeracy as stated in the national Adult Numeracy Core Curriculum.

Tutors should assess and mark candidates' work for both accuracy and understanding. The evidence submitted **must** be correct for the unit to be awarded.

There are no restrictions on the time allowed to complete the evidence requirements, they may be undertaken separately and in any order.

All the evidence requirements must be completed before the assessment requirements for this unit may be viewed as complete.

To assist teachers/tutors, OCR has designed Candidate Evidence Sheets. When completed, these provide sufficient evidence to show all assessment requirements have been met.

Candidate Evidence Sheets for each unit are available in a Word document on the OCR website. Centres may, however, devise their own appropriate evidence documents. Witness statements must be provided if Candidate Evidence Sheets are not completed.

Candidates **must** complete **all** of the assessment requirements for every section.

Evidence requirements

1 Money

MSS1/E1.1 Recognise and select coins and notes

Candidates should select the correct notes and coins for at least **three** different specified purposes. They should select at least **three** notes/coins for each purpose.

Notes for tutors:

Candidates should select the coins/notes required for a specified purpose which is relevant to their interests. At this level they are only required to identify coins not make amounts of money. The purpose must be stated. Example purposes could include:

- identification of coins to use for a vending machine
- selecting coins to use in a parking meter, etc
- selecting coins/notes to pay for an item of a specified cost
- selecting correct coins/notes to pay for a rail/bus journey.

Tutors may provide a selection of notes/coins or a display board allowing candidates to physically choose or tick/circle their selections.

2 Time

MSS1/E1.2 Relate familiar events to times of the day; days of the week; seasons of the year

a) Candidates should relate **three** different familiar events **to the time or part of the day**.
Each event should occur at a different time/part of the day.
The events should be ordered chronologically, ie earliest first.

b) Candidates should relate **three** different familiar events to **a day of the week**.
Each event should occur on a different day of the week.
The events should be ordered chronologically, ie earliest first.

c) Candidates should relate **three** different familiar events to **a season of the year**.
Each event should occur in a different season of the year.
The events should be ordered chronologically ie earliest first.

Notes for tutors:

a) **Parts of the day**

Candidates should choose and record three events which happen at different parts/times of the day. The events should be relevant to the candidates interests. Tutors should ensure that the same time is not used twice.

Times/parts of the day may be recorded in any acceptable format, eg o'clock, evening, morning, afternoon, midday, midnight, etc. Example events could include:

- time I get up
- time I leave the house

- time breakfast/dinner/lunch is taken
- time the children go to school
- or any other event of significance to the candidate.

Candidates must order the events starting with the earliest.

b) **Days of the week**

Candidates should choose and record three events which happen on different days of the week. The events should be relevant to the candidates' interests.

Tutors should ensure that the same day is not used twice. Example events could include:

- day I do the shopping
- day I go to the football match
- day a magazine/local newspaper is published
- or any other event of significance to the candidate.

Candidates must order the events starting with the event that happens on the earliest day of the week. Tutors should be aware that for some candidates the first day of their week may not necessarily be a Sunday.

c) **Season of the year**

Candidates should choose and record three events which happen in different seasons of the year, ie Winter, Spring, Summer, Autumn. The events should be relevant to the candidates' interests. Tutors should ensure that the same season is not used twice. Example events could include:

- my birthday is in the Autumn
- I go on holiday in the Summer
- Christmas is in Winter
- or any other event of significance to the candidate.

Candidates must order the events starting with the event that happens in the earliest season of the year. Winter may be classified as either the first or last season of the year.

3 Measurement

MSS1/E1.3 Describe size and use direct comparisons for the size of at least two items
MSS1/E1.4 Describe length, width, height, and use direct comparisons for length, width and height of items
MSS1/E1.5 Describe weight and use direct comparisons for the weight of items
MSS1/E1.6 Describe capacity and use direct comparisons for the capacity of items

a) On **two** occasions, candidates should use appropriate vocabulary to describe and compare the **size** of **two** different items.

b) On **two** occasions, candidates should use appropriate vocabulary to describe and compare the **length/width/height** of **two** different items.

c) On **two** occasions, candidates should use appropriate vocabulary to describe and compare the **weight** of **two** different items.

d) On **two** occasions, candidates should use appropriate vocabulary to describe and compare the **capacity** of **two** different containers.

Either the candidate or the assessor should record the observations.

Notes for tutors:

a) **Size**

The candidate should choose two items which are different in size. They must do this on two separate occasions.

They must use appropriate vocabulary to describe the size of each object. Examples could include:

- The storeroom is small. The classroom is large.
- The bus is big. The car is small.

Candidates must use appropriate vocabulary to make a direct comparison of the size of the two items chosen. For example:

- The bus is bigger than the car.
- The storeroom is smaller than the classroom.

Candidates may give verbal responses which should be recorded by the tutor.

b) **Length**

The candidate should choose two items which are different in length/width/height. They must do this on two separate occasions.

They must use appropriate vocabulary to describe the length/width/height of each item. Examples could include:

- The window is wide. The door is narrow.
- The tape measure is long. The ruler is short.
- The bottle is tall. The glass is short.

Candidates must use appropriate vocabulary to make a direct comparison of the length/width/height of the two items chosen. For example:

- The window is wider than the door **or** the window is the widest.
- The tape measure is longer than the ruler **or** the tape measure is the longest.
- The bottle is taller than the glass **or** the bottle is the tallest.

Alternatively terms such as ‘too long, too short, too wide, too tall’ are acceptable.

Candidates may give verbal responses which should be recorded by the tutor.

c) **Weight**

The candidate should choose two items of different weight. They must do this on two separate occasions.

They must use appropriate vocabulary to describe the weight of each object. Examples could include:

- The table is heavy. The book is light.
- The bag of potatoes is heavy. The bag of sweets is not very heavy.

Candidates must use appropriate vocabulary to make a direct comparison of the weight of the two items chosen. For example:

- The table is heavier than the book **or** the table is the heaviest.
- The bag of sweets is lighter than the potatoes **or** the bag of sweets is the lightest.

Candidates may give verbal responses which should be recorded by the tutor.

d) **Capacity**

The candidate should choose two common items/containers which are different in capacity. They must do this on two separate occasions.

They must use appropriate vocabulary to describe the capacity of each item/container. Examples could include:

- The mug is empty. The teapot is almost full.
- A petrol tank holds a lot. The petrol can doesn't hold much.

Candidates must use appropriate vocabulary to make a direct comparison of the capacity of the two items chosen. For example:

- The teapot can fill three mugs **or** the teapot holds more than the mug.
- The petrol tank holds more than the petrol can.

Alternatively terms such as '*fuller/emptier'* are acceptable.

Candidates may give verbal responses which should be recorded by the tutor.

4 Shape and Space

MSS2/E1.1 Recognise and name common 2-D and 3-D shapes
MSS2/E1.2 Understand everyday positional vocabulary (eg between, inside or near to)

a) Candidates should recognise and name **two** different 2-D shapes, and **two** different 3-D shapes.

b) On **two** occasions, candidates should use a positional term to describe the position of an item/object.

Either the candidate or the assessor should record the observations.

Notes for tutors:

a) **2-D and 3-D Shapes**

Candidates should undertake practical activities, however, paper based activities are also acceptable. Physical shapes may be provided by the tutor for the candidates to recognise and name.

Items that are relevant to the candidates' interests should be used. Practical examples might include:

- the box is a cube
- the window is a rectangle
- the clock is a circle
- the football is a sphere
- the drinks can is a cylinder.

b) **Use positional terms**

Candidates must use positional vocabulary to describe the position of a familiar object/item on two separate occasions. Examples might include:

- the book is ***on top of*** the table
- the CD is ***inside*** the box
- the bin is ***in between*** the table and the door
- description of where something or someone is in a photograph/picture.

Candidates should be encouraged to complete the evidence sheets themselves although tutors may record the observations indicating the positional terms used if the responses are given verbally.

5 Sort and Classify

HD1/E1.2 Sort and classify objects using a single criterion

On **two** occasions candidates should sort at least **ten** different items and select items that meet a **single** criterion. On each occasion the sort criterion used must be different.

On each occasion candidates should understand and state the sort criterion used. They should state the outcome on each occasion.

Notes for tutors:

Candidates should undertake a practical activity sorting at least ten items according to a single criterion. Items that are relevant to the candidates' interests should be used. Suitable paper based activities are also acceptable.

Candidates should briefly describe the items they used and state the criterion used to sort the items. Candidates should also briefly describe the outcome of the activity. Sample activities could include:

- sorting items in a shopping basket according to shape, eg *boxes, packets*, (cubes, cuboids), *tins* (cylinders)

- sorting pictures by shape, eg square, rectangle
- sorting coins according to shape **or** value, eg coins with a value of more than 5p
- sorting playing cards by number/colour etc
- sorting all the boots by size for a football team.

The candidates' responses should be presented either on the evidence sheet or alternatively on a witness statement which briefly describes a satisfactory outcome.

UNIT 2 – USING COMMON MEASURES, SHAPE AND SPACE AND DATA (ENTRY 1)

CANDIDATE EVIDENCE SHEETS

OCR ENTRY LEVEL IN ADULT NUMERACY
UNIT 2: USING COMMON MEASURES, SHAPE AND SPACE AND DATA (ENTRY 1)

CANDIDATE EVIDENCE SHEETS

Candidate name: .....

1. MONEY

Select coins/notes for 3 different purposes (at least 3 coins/notes for each)

Purpose 1

What is the purpose?

.....

Candidate selected the correct coins/notes? Yes/No

Purpose 2

What is the purpose?

.....

Candidate selected the correct coins/notes? Yes/No

Purpose 3

What is the purpose?

.....

Candidate selected the correct coins/notes? Yes/No

If scribed by the tutor please complete the following:
I confirm that I have scribed the candidate's responses accurately.

Tutor signature: ..... Date: .....

Candidate name: .....

2. TIME

Relate familiar events to times of the day; days of the week; seasons of the year

a) Time of the day or part of the day

Choose 3 different events that happen at different times or parts of a day. Put in the time they happen.

Event 1 ..... Time .....

Event 2 ..... Time .....

Event 3 ..... Time .....

Put the 3 events in order starting with the one that happens earliest in the day.

1 .....

2 .....

3 .....

b) Day of the week

Choose 3 different events that happen on different days of the week. Put the day they happen.

Event 1 ..... Day .....

Event 2 ..... Day .....

Event 3 ..... Day .....

Put the 3 events in order starting with the one that happens on the earliest day of the week.

1 .....

2 .....

3 .....

c) Season of the year

Choose 3 different events that happen in different seasons of the year. Put in the season they happen.

Event 1 ..... Season .....

Event 2 ..... Season .....

Event 3 ..... Season .....

Put the 3 events in order starting with the one that happens in the earliest season of the year.

1 .....

2 .....

3 .....

If scribed by the tutor please complete the following:
I confirm that I have scribed the candidate's responses accurately.

Tutor signature: ..... Date: .....

Candidate name: .....

3. MEASUREMENT

a) Size

Describe and compare size

i) Choose 2 items which are different in size. Describe the size of each item eg small, large.

Item 1 .....

Item 2 .....

Compare the size of the 2 items eg which one is larger, smaller.

.....

ii) Choose 2 items which are different in size. Describe the size of each item eg small, large.

Item 1 .....

Item 2 .....

Compare the size of the 2 items eg which one is larger, smaller.

.....

b) Length

Describe and compare length/width/height

i) Choose 2 items which are different in length/width/height. Describe the length/width/height of each item eg long, short, wide, narrow, tall.

Item 1 .....

Item 2 .....

Compare the length/width/height of the 2 items eg which one is wider, shorter, longer, too long, too short, too wide.

.....

ii) Choose 2 items which are different in length/width/height. Describe the length/width/height of each item eg long, short, wide, narrow, tall.

Item 1 .....

Item 2 .....

Compare the length/width/height of the 2 items eg which one is wider, shorter, longer, too long, too short, too wide.

.....

c) Weight

Describe and compare weight

i) Choose 2 items which are different in weight. Describe the weight of each item eg heavy, light.

Item 1 .....

Item 2 .....

Compare the weight of the 2 items eg which one is heavier, lighter.

.....

ii) Choose 2 items which are different in weight. Describe the weight of each item eg heavy, light.

Item 1 .....

Item 2 .....

Compare the weight of the 2 items eg which one is heavier, lighter.

.....

d) Capacity

Describe and compare capacity

i) Choose 2 items which have a different capacity. Describe each item eg full, empty, holds.

Item 1 .....

Item 2 .....

Compare the capacity of the 2 items eg which holds more/less than.

.....

ii) Choose 2 items which have a different capacity.

Describe each item eg full, empty, holds.

Item 1 .....

Item 2 .....

Compare the capacity of the 2 items eg which holds more/less than.

.....

If scribed by the tutor please complete the following:
I confirm that I have scribed the candidate's responses accurately.

Tutor signature: ..... Date: .....

Candidate name: .....

4. SHAPE AND SPACE

a) Recognise and name 2 different 2-D shapes and two different 3-D shapes

2-D Shape 1 .....

Name of shape .....

2-D Shape 2 .....

Name of shape .....

3-D Shape 1 .....

Name of shape .....

3-D Shape 2 .....

Name of shape .....

b) Use one positional term to describe the position of objects.

Choose 2 different familiar objects. Describe the position of the object, eg under, next to, on top of, between, inside.

i) Name of the 1st object .....

Where is the object? .....

ii) Name of the 2nd object .....

Where is the object? .....

If scribed by the tutor please complete the following:
I confirm that I have scribed the candidate's responses accurately.

Tutor signature: ..... Date: .....

Candidate name: .....

5. SORT AND CLASSIFY

Sort and classify items using a single criterion

Occasion 1

Sort at least 10 different items and select items on a single criterion.

What items did you sort? .....

.....

What sort criterion did you use? .....

State the outcome of the sorting activity. .....

.....

Occasion 2

Sort at least 10 different items and select items on a single criterion.

What items did you sort? .....

.....

What sort criterion did you use? .....

State the outcome of the sorting activity. .....

.....

If scribed by the tutor please complete the following:
I confirm that I have scribed the candidate's responses accurately.

Tutor signature: ..... Date: .....

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UNIT 3: USING NUMBER (ENTRY 2)

Learning outcomes

Learners following a course of study leading to a full qualification in adult numeracy at this level will be able to:

- **read and understand information** given by numbers, symbols, simple diagrams and charts in graphical, numerical and written material
- **specify and describe** a practical problem or task using numbers, measures and simple shapes to record essential information
- **generate results** to a given level of accuracy using given methods and given checking procedures appropriate to the specified purpose
- **present and explain results** which meet the intended purpose using appropriate numbers, simple diagrams and symbols.

Assessment objectives		Knowledge, understanding and skills	Core curriculum reference
1	Understand and use mathematical information	• Use whole numbers and simple fractions to measure and make observations • Use information from lists, tables, simple diagrams and block graphs to help understanding	N1/E2.2 HD1/E2.4
2	Calculate and manipulate mathematical information	**Use whole numbers** • Count reliably up to 20 items • Read, write, order and compare numbers up to 100 • Add and subtract two-digit whole numbers • Recall addition and subtraction facts to 10 • Multiply using single-digit whole numbers • Approximate by rounding to the nearest 10 • Use and interpret +, –, x and = in practical situations for solving problems • Use a calculator to check calculations using whole numbers **Use fractions** • Read, write and compare halves and quarters of quantities • Find halves and quarters of small numbers of items or shapes **Use data** • Extract information from lists, tables, simple diagrams and block graphs • Make numerical comparisons from block graphs	N1/E2.1 N1/E2.2 N1/E2.3 N1/E2.4 N1/E2.5 N1/E2.6 N1/E2.7 N1/E2.8 N2/E2.1 N2/E2.2 HD1/E2.1 HD1/E2.2

(continued)

Assessment objectives	Knowledge, understanding and skills	Core curriculum reference
3 Interpret results and communicate mathematical information	• Use whole numbers and common fractions to present results • Use tables, simple charts and diagrams to present results	N1/E2.2 N2/E2.1 HD1/E2.5

Assessment requirements

This unit is centre assessed and OCR moderated.

OCR provides set tasks and marking criteria for this unit. The tasks will be marked in the centre by the tutor/assessor and sent to the OCR Examiner-moderator to be moderated.

In order to achieve a Pass, candidates will be required to achieve 75% of the total marks available (the pass mark for the unit is included in the marking criteria).

Candidates who are unsuccessful in achieving a Pass, and who wish to re-sit the unit, will be required to undertake a different set of tasks.

Assessment documents

A set of OCR-set tasks and marking criteria will be sent to centres when they enter candidates. These tasks must be used for assessment purposes only.

The following documents are provided with each set of tasks.

Information for Candidates

Candidates should be provided with a copy of the *Information for Candidates* sheet prior to undertaking the formal tasks set by OCR. The *Information for Candidates* sheet has been designed to inform the candidates about the tasks they will have to undertake and also to aid their preparation for answering the OCR-set questions. Tutors may explain the content of the information sheet to the candidates.

Candidate Task Sheets

The *Candidate Task Sheets* provide the tasks/questions that candidates will need to complete for this unit. These should be used by candidates to present their responses to the OCR-set tasks.

Reading the tasks

Tutors may read text to the candidates to help them with their understanding of contexts, but candidates should read and write numerical information themselves. Tasks that can be read to candidates are identified by a speech symbol  at the top of the task.

Tutors will be required to verify that the work submitted is solely that of the candidate concerned (a separate section for this is provided in the Assessment Record Folder).

Sample tasks

A set of sample tasks has been included with this unit. These sample tasks must only be used as practice material. They **must not** be used as assessment material (the live assignment tasks will be sent to centres when they enter candidates).

UNIT 3 – USING NUMBER (ENTRY 2)

SAMPLE TASKS

OCR ENTRY LEVEL CERTIFICATE IN ADULT NUMERACY
INFORMATION FOR CANDIDATES

SAMPLE TASKS

Unit 3 Entry 2 – Using Number

There are **five** different practice tasks to complete.

For each task, you will need to use all of the skills listed.

Your teacher/tutor will explain anything that is not clear.

Task 1 – Working with numbers

- Counting to 20
- Making observations and presenting results
- Reading, writing, ordering and comparing numbers up to 100

Task 2 – Adding and subtracting

- Solving problems by adding and subtracting numbers

Task 3 – Multiplying

- Solving problems by multiplying numbers

Task 4 – Presenting and checking results

- Rounding numbers to the nearest 10
- Using a calculator to check results

Task 5 – Working with fractions

- Halves and quarters
- Solving problems by using fractions
- Using diagrams to present fractions

OCR ENTRY LEVEL CERTIFICATE IN ADULT NUMERACY
CANDIDATE TASK SHEETS

SAMPLE TASKS

Unit 3 Entry 2 – Using Number

Sample Task Sheets

This sample test paper is for practice purposes only. It is not assessment material.

Instructions to Candidates

You must complete **all** of the questions for each task.

You must answer the questions on your own.

You may ask your tutor to read the questions in Tasks 1 and 5 to you and also the questions in Part B of Tasks 2 and 3. You must read all other questions on your own.

You should write down the answers yourself.

Your work will NOT be marked for spelling, punctuation and grammar. However, you should try to write clearly so that your answers are easy to read.

You may **not** use a calculator to complete Tasks 1, 2, 3, 4 Part A and 5.

You **must** use a calculator to complete Task 4, Part B.

Candidate Name:	

Candidate Name .....

Task 1 – Working with Numbers

Part A

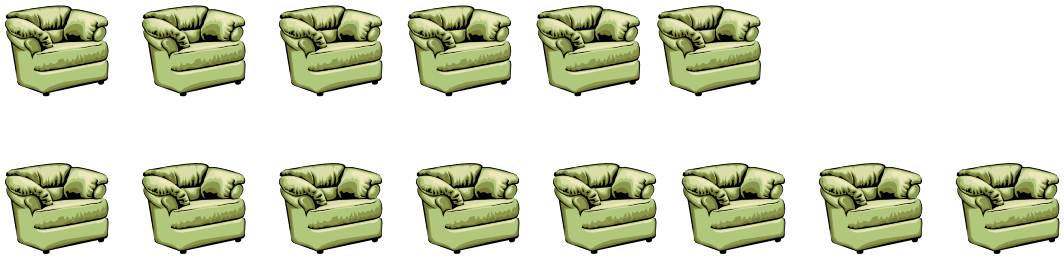
1. Count the coaches below.

Write down the total number. _____

2. Count the footballers below.

Write down the total number. _____

3. Count the chairs below.



Write down the total number. _____

Task 1 – Working with Numbers

Part B

The list shows the number of babies, children and adult patients who visited the doctor on a Monday.

Morning
Child
Child
Child
Baby
Baby
Adult
Adult
Adult
Adult
Child
Child
Child
Baby
Adult
Child

Afternoon
Baby
Baby
Adult
Adult
Adult
Baby
Baby
Child
Child
Adult
Adult
Adult
Adult
Adult
Adult

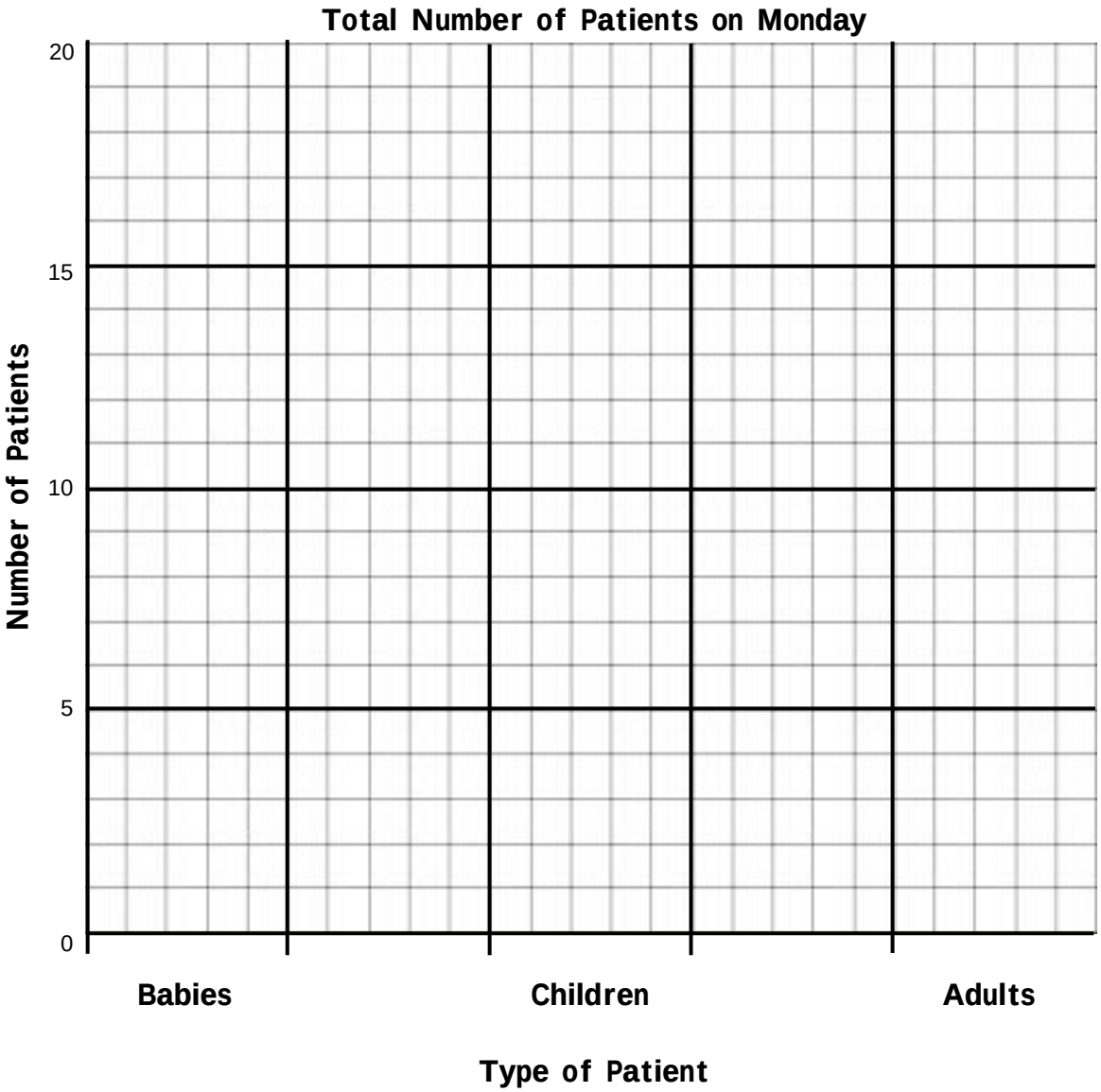
1. Use the list to complete the table.
   The first part is filled in for you.

	Number of Patients on Monday		
	Morning	**Afternoon**	**Total**
Baby	**3**	**4**	**7**
Child			
Adult			
Total Number of Patients on Monday			

(Task 1B continued)

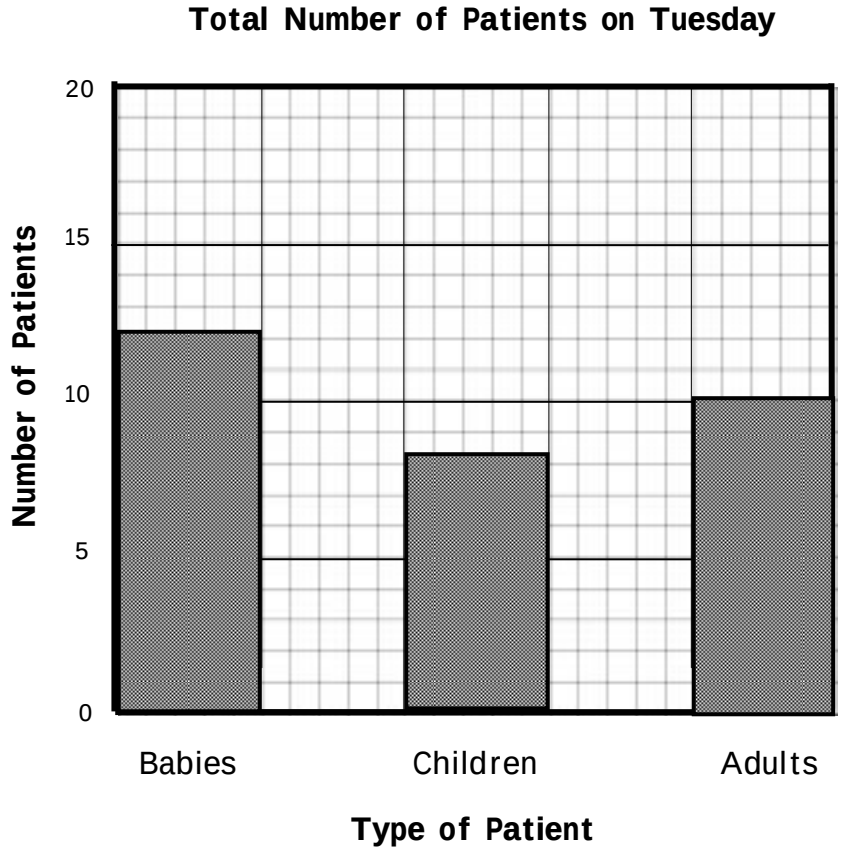
2. Draw a bar chart. Use the information from your table in question 1.

Show the number of babies, children and adults that visited the doctor on Monday.



(Task 1B continued)

3.



The bar chart shows the number of patients who visited the doctor on Tuesday. Use this bar chart to answer the questions below.

i) Which group of patients visited the doctor **most**? _____

ii) Which group of patients visited the doctor **least**? _____

iii) How many **more** babies than children were there? _____

Task 1 – Working with Numbers

Part C

Write your answer on the line.

1. Write down the number that is the **largest**.

   34, 6, 76, 48 _____

2. Write down the number that is the **smallest**.

   38, 35, 62, 48 _____

3. Put these numbers in order starting with the **smallest**.

   9, 15, 12, 18 _____

4. Put these numbers in order starting with the **largest**.

   69, 77, 91, 28 _____

5. Fill in the missing **even number** in the space below.

   8, 10, 12, 14, _____ , 18

6. Fill in the missing **odd number** in the space below.

   11, 13, 15, _____ , 19, 21

Candidate Name .....

Task 2 – Adding and Subtracting

Part A

Write your answer.

1.
$$\begin{array}{r} 44 \\ +\,53 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 77 \\ +\,19 \\ \hline \end{array}$$

3. $37 + 23 =$

4.
$$\begin{array}{r} 88 \\ -\,38 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 79 \\ -\,25 \\ \hline \end{array}$$

6. $94 - 29 =$

Task 2 – Adding and Subtracting

Part B

Write your answer and show how you worked it out.

1. In one street, 34 people have satellite TV.
In another street, 45 people have satellite TV.
How many people have satellite TV in total?

2. One box has 20 tiles. Another box has 36 tiles.
How many tiles are there altogether?

3. An aeroplane has 88 seats, 71 seats are taken.
How many seats are free?

4. A car park has 96 parking spaces,
There are 13 free spaces.
How many cars are there in the car park?

Candidate Name .....

Task 3 - Multiplying

Part A

Write your answer.

1. 9 x 3 =

2.
$$\begin{array}{r} 6 \\ \times\ 5 \\ \hline \end{array}$$

3. 8 x 4 =

4.
$$\begin{array}{r} 5 \\ \times\ 10 \\ \hline \end{array}$$

Task 3 - Multiplying

Part B

Write your answer and show how you worked it out.

1. There are 6 choc ices in each box.
   I buy 4 boxes.
   How many choc ices have I got altogether?

2. There are 5 cards in each packet.
   I buy 8 packets.
   How many cards will I have in total?

3. In a game of darts each player has 3 darts.
   How many darts will be needed for 6 players?

4. One sheet has 10 address labels.
   How many labels will there be on 9 sheets?

Candidate Name .....

Task 4 – Presenting and Checking Results

Part A

Round each number to the nearest 10.

1. 36 _____

2. 13 _____

3. 57 _____

4. 93 _____

Task 4 – Presenting and Checking Results

Part B

Use a calculator to check the answers. Tick the correct box to show whether the answer is right or wrong.

Example

	Right	Wrong
42 + 30 = 72	✓	

1.

	Right	Wrong
36 + 23 = 59		

2.

	Right	Wrong
58 + 34 = 82		

3.

	Right	Wrong
66 – 33 = 33		

4.

	Right	Wrong
53 – 29 = 22		

5.

	Right	Wrong
2 x 4 = 6		

6.

	Right	Wrong
7 x 10 = 70		

Calculator used.

Tutor/Witness signature: .....

Candidate Name .....

Task 5 – Working with Fractions

Part A

1. Are two halves the same as one whole?

   Yes or No

2. Are there three quarters in one whole?

   Yes or No

3. How many quarters make one whole?

   _____

4. Put the set of numbers in order size, starting with the **largest**.

   3 ¼ ½ 2

   _____

Task 5 – Working with Fractions

Part B

1. There are 12 tins of paint on the shelf.
   Half of them are white.
   How many tins are white?

2. There were 16 rolls of wallpaper on the shelf.
   A quarter were sold.
   How many rolls were sold?

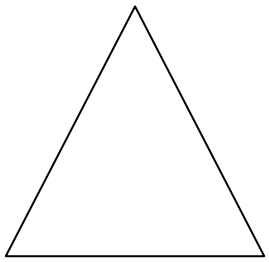
3. A pizza is shared equally between 4 people.
   What fraction of the pizza does each person get?

4. A chocolate bar is shared equally between two people.
   What fraction of the chocolate bar does each person get?

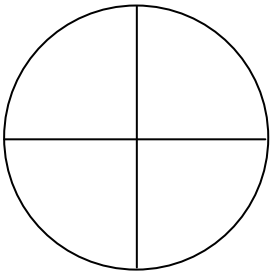
Task 5 – Working with Fractions

Part C

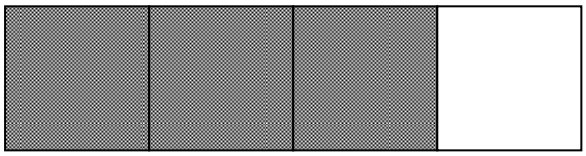
1. Draw a line to cut the triangle in half.



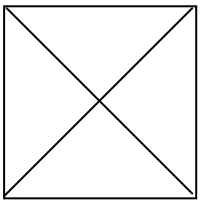
2. Shade in one half of the circle below.



3. How much of the rectangle below is shaded?



4. Shade in a quarter of this square.



UNIT 3 - MARKING CRITERIA – ENTRY 2 (Sample Tasks)

For use by tutors only

Method marks. Where method marks are shown, if the candidate gets the method correct but the answer wrong the method mark can be given (1 mark). If the candidate gets the answer correct but does not show the method used the full 2 marks can be given (as it is assumed that the correct method has been used).

Task 1

Question No	Answer				Marks
Part A					
1	15				1
2	5				1
3	14				1
Part B					
1i)	Table completed – 1 mark for each correct box				
		Morning	Afternoon	Total	
	Child	7	2	9	3
	Adult	5	9	14	3
1ii)	Total patients 30 7 + 9 + 14 (1 mark for method)				2
2	Bar chart correctly completed for candidate's table Each correct column 1 mark				3
3i)	Babies				1
3ii)	Children				1
3iii)	4 more Accept reasoned answer 12 – 8 = 4 (1 mark for method)				2
Part C					
1	76				1
2	35				1
3	9, 12, 15, 18				1
4	91, 77, 69, 28				1
5	16				1
6	17				1
					Total 24

UNIT 3 - MARKING CRITERIA – ENTRY 2 (Continued)

Task 2

Question No	Answer	Marks
Part A		
1	97	1
2	96	1
3	60	1
4	50	1
5	54	1
6	65	1
Part B		
1	34 + 45 (1 mark for method) 79	2
2	20 + 36 (1 mark for method) 56	2
3	88 – 71 (1 mark for method) 17	2
4	96 – 13 (1 mark for method) 83	2
		Total 14

Task 3

Question No	Answer	Marks
Part A		
1	27	1
2	30	1
3	32	1
4	50	1
Part B		
1	6 x 4 or other acceptable method 24 (1 mark for method)	2
2	5 x 8 or other acceptable method 40 (1 mark for method)	2
3	3 x 6 or other acceptable method 18 (1 mark for method)	2
4	10 x 9 or other acceptable method 90 (1 mark for method)	2
		Total 12

UNIT 3 - MARKING CRITERIA – ENTRY 2 (Continued)

Task 4

Question No	Answer	Marks
Part A		
1	40	1
2	10	1
3	60	1
4	90	1
Part B		
1	Right	1
2	Wrong	1
3	Right	1
4	Wrong	1
5	Wrong	1
6	Right	1
		Total 10

Task 5

Question No	Answer	Marks
Part A		
1	Yes	1
2	No	1
3	4	1
4	3, 2, ½, $^1/_4$	1
Part B		
1	6	1
2	4	1
3	Accept a quarter or $^1/_4$	1
4	Accept a half or $^1/_2$	1
Part C		
1	One half eg 	1
2	One half shaded, eg 	1
3	Three-quarters (3/4)	1
4	Any quarter shaded	1
		Total 12

Total marks = 72
Pass criteria: 75% - 54 marks

UNIT 4: USING COMMON MEASURES, SHAPE AND SPACE AND DATA (ENTRY 2)

Learning outcomes

Learners following a course of study leading to a full qualification in adult numeracy at this level will be able to:

- **read and understand information** given by numbers, symbols, simple diagrams and charts in graphical, numerical and written material
- **specify and describe** a practical problem or task using numbers, measures and simple shapes to record essential information
- **generate results** to a given level of accuracy using given methods and checking procedures appropriate to the specified purpose
- **present and explain results** which meet the intended purpose using appropriate numbers, simple diagrams and symbols.

Assessment objectives		Knowledge, understanding and skills	Core Curriculum reference
1	Understand and use mathematical information	• Use whole numbers and simple fractions to measure and make observations • Collect simple numerical information to help understanding	N1/E2.2 N2/E2.1 HD1/E2.4
2	Calculate and manipulate mathematical information	**Use common measures**	
		• Make amounts of money up to £1 in different ways using 1p, 2p, 5p, 10p, 20p and 50p coins	MSS1/E2.1
		• Calculate the cost of more than one item and the change from a transaction, in pence	MSS1/E2.2
		• Calculate the cost of more than one item and the change from a transaction, in whole pounds	MSS1/E2.2
		• Read and record time in common date formats and understand time displayed on analogue and 12-hour digital clocks in hours, half hours and quarter hours	MSS1/E2.3 MSS1/E2.4
		• Read, estimate, measure and compare length using common standard and non-standard units (eg metre, centimetre, paces)	MSS1/E2.5
		• Read, estimate, measure and compare weight using common standard units (eg kilogram)	MSS1/E2.6
		• Read, estimate, measure and compare capacity using common standard and non-standard units (eg litre, cupful)	MSS1/E2.7
		• Read and compare positive temperatures in everyday situations	MSS1/E2.8
		• Read simple scales to the nearest labelled division	MSS1/E2.9

(continued)

Assessment objectives		Knowledge, understanding and skills	Core Curriculum reference
2	Cont. Calculate and manipulate mathematical information	**Use shape and space** • Recognise and name 2-D and 3-D shapes • Describe the properties of common 2-D and 3-D shapes • Use positional vocabulary (eg giving simple instructions) **Use data** • Sort and classify objects using two criteria • Represent information so that it makes sense to others (eg in lists, tables and diagrams)	 MSS2/E2.1 MSS2/E2.2 MSS2/E2.3 HD1/E2.3 HD1/E2.5
3	Interpret results and communicate mathematical information	• Use whole numbers and common fractions to present results • Use common measures and units of measures to define quantities • Use tables, simple charts and diagrams to present results	N1/E2.2 N2/E2.1 MSS 1/E2.5 MSS 1/E2.6 MSS 1/E2.7 MSS 1/E2.8 HD1/E2.5

Assessment and evidence requirements

This unit is centre assessed and OCR moderated.

Candidates are required to demonstrate that they have developed all of the skills identified in this unit and are able to use them in practical situations.

Tutors should identify tasks to meet the assessment requirements that will be of interest to candidates and relevant to adult life. Tasks may be carried out in any context as long as candidates meet the assessment requirements identified and generate appropriate evidence.

The skills that are needed in order to undertake each assessment component are identified and referenced to the national standards for Adult Numeracy as stated in the national Adult Numeracy Core Curriculum.

Tutors should assess and mark candidates' work for both accuracy and understanding. The evidence submitted **must** be correct for the unit to be awarded.

There are no restrictions on the time allowed to complete the evidence requirements, they may be undertaken separately and in any order. All the evidence requirements must be completed before the assessment requirements for this unit may be viewed as complete.

To assist teachers/tutors, OCR has designed Candidate Evidence Sheets. When completed, these provide sufficient evidence to show assessment requirements have been met.

Candidate Evidence Sheets for each unit are available in a Word document on the OCR website. Centres, however, may devise their own appropriate evidence documents. Witness statements must be provided if Candidate Evidence Sheets are not completed.

Candidates **must** complete **all** of the assessment requirements for every section.

Evidence requirements

1 Money

MSS1/E2.1 Make amounts of money up to £1 in different ways using 1p, 2p, 5p, 10p, 20p and 50p coins

MSS1/E2.2 Calculate the cost of more than one item and the change from a transaction, in pence or in whole pound coins and notes

a) Candidates should correctly identify **two** different combinations of coins to make up £1.

b) Candidates should carry out correctly **two** different practical calculations that involve calculating the cost of **two** separate items.

i) On **one** occasion the cost of the items must be in pence and the total cost of the two items less than £1.

Candidates should calculate the change from £1 for the transaction.

ii) On **one** occasion the cost of the items must be in whole pounds.

They should identify the notes that they would use for the transaction and calculate the change from the transaction.

Notes for tutors:

a) Tutors may provide candidates with an outline of different coins to select, which may be used instead of the recording sheet.

b) The cost of the two items may be obtained from a given price list which is relevant to the candidates' interests. Alternatively candidates may select their own items and costs from a shop, catalogue, menu, online shopping guide or other suitable source. A different source should be used on each occasion.

i) Candidates should present their answers using £ and p signs as appropriate.

ii) The cost of the items **must** be in whole pounds. Candidates should present their answers using the £ sign.

2 Time

MSS1/E2.3 Read and record time in common date formats

MSS1/E2.4 Read and understand time displayed on analogue and 12-hour digital clocks in hours, half hours and quarter hours

a) Candidates should record **two** different important dates.
Each date should be recorded in **two** different ways.
(The same month should **not** be used but the same year may be used.)

b) Candidates should set or record **three** different times on a 12 hour digital clock and another **three** times on an analogue clock.

For each type of clock, at least **one** of the times should be on the half hour and at least **one** of the times on the quarter hour.

c) Candidates should read **three** different times using a digital clock and another **three** times using an analogue clock.
For each type of clock, at least **one** of the times should be on the half hour and at least **one** of the times on the quarter hour.

Notes for tutors:

a) Candidates should record the dates themselves. Example dates could include birthdays, special events, anniversary or any other date of significance to the candidate.
Tutors should ensure that the same month is not used twice.

b) Candidates should set and/or record **three** different times on a 12 hour digital clock and another **three** times on an analogue clock. The times should be relevant to the candidate.

At least one of the times should be on the half hour and one on the quarter hour. The times chosen may be communicated verbally to the candidate or given in words.

If possible the candidates should set the times on an actual clock and should be encouraged to write the times in words themselves.

c) Candidates should read three different times on an actual analogue clock face and a different set of three times on an actual digital clock face (or model).

The times to be read should be relevant to the candidate but may be selected by the tutor and must contain at least one time on the half hour and at least one time on the quarter hour for each type of clock.

A verbal or written response is acceptable. If the responses are given verbally a witness statement should be attached stating the times used, eg

"*The candidate read the following times correctly from an analogue clock"*

3 Measurement and Temperature

MSS1/E2.5	Read, estimate, measure and compare length using common standard and non-standard units
MSS1/E2.6	Read, estimate, measure and compare weight using common standard units
MSS1/E2.7	Read, estimate, measure and compare capacity using common standard and non-standard units
MSS1/E2.8	Read and compare positive temperatures in everyday situations such as weather charts
MSS1/E2.9	Read simple scales to the nearest labelled division

a) Candidates should estimate, then measure the **length** of **two** different items using **standard units**.

Candidates should choose **one** of their items and estimate, then measure its length using a **non-standard unit**.

For each measurement they should:

i) note their estimated answer
ii) choose and use appropriate measuring instruments and units
iii) record the actual measurement.

b) Candidates should estimate, then measure the **weight** of **two** different items using **standard units**. For each measurement they should:

i) note their estimated answer
ii) choose and use appropriate measuring instruments and units
iii) record the actual measurement.

c) Candidates should estimate, then measure the **capacity** of **two** different containers using **standard units**.

Candidates should choose **one** of their containers and estimate then measure its capacity using a **non-standard unit**. For each measurement they should:

i) note their estimated answer
ii) choose and use appropriate measuring instruments and units
iii) record the actual measurement.

d) Candidates should use weather charts to collect and record the daily **temperature** over a one-week period. They should:

i) present their findings in a table
ii) identify the warmest day(s) and the coolest day(s).

Notes for tutors:

a) **Length**

Candidates should select two items of different length relevant to their interests to measure.

Suitable metric units should be used for the estimate of the length, eg metres, centimetres. The actual lengths of the items should be measured using the same units as the estimate.

One of the two items should be measured using a non-standard unit. Candidates may select any unit with which a length comparison can be made, eg hand, stride, pencil length, finger length, thumb width etc.

b) **Weight**

Candidates should select two items of different weight relevant to their interests to measure.

Kilograms should be used and estimates should be to the nearest kilogram. The actual weight of the items should be measured using the same units as the estimate.

c) **Capacity**

Candidates should select two containers of different capacity relevant to their interests to measure.

Litres should be used and estimates should be to the nearest litre. The actual capacity of the items should be measured using the same units as the estimate.

One of the two items should be measured using a non-standard unit. Candidates may select any unit with which a capacity comparison can be made, eg cup, mug, bottle, spoonful, egg-cup etc.

d) **Temperature**

Candidates should use weather charts to collect and record daily temperatures over a complete 1 week period. Sources for weather charts could include national and local newspapers, teletext, ceefax, Internet etc.

The candidates should identify the place that the temperatures are recorded for. Only positive temperatures should be used.

Candidates should identify the warmest day and the coldest day in the 1 week period. There is no requirement to submit copies of the actual weather charts used as evidence.

4 Shape and Space

MSS2/E2.1 Recognise and name 2-D and 3-D shapes
MSS2/E2.2 Describe the properties of common 2-D and 3-D shapes
MSS2/E2.3 Use positional vocabulary

a) Candidates should name and describe **two** different properties of **three** different 2-D shapes, and **three** different 3-D shapes.

b) Candidates should give instructions to describe the position of a familiar object. At least **two** positional terms must be used in the set of instructions.

Notes for tutors:

Properties of 2-D and 3-D shapes

a) Candidates should undertake practical activities, however, paper based activities are acceptable. Alternatively physical shapes may be provided by the tutor for the candidates to name and describe.

Items that are relevant to the candidates' interests should be used. Candidates must describe two different properties of each shape, eg

- *the warning sign is **a triangle**, it has **3 sides and 3 corners***
- *the poster is **a rectangle**, it has **2 long sides, 2 short sides and 4 corners***
- *the box is **a cube**, it has **8 corners and 6 faces***
- *the tin of beans is **a cylinder**, it has **2 flat faces and 1 curved face**.*

Candidates may give verbal responses, in which case a witness statement which briefly describes a satisfactory outcome will suffice as evidence.

Positional vocabulary

b) Candidates must use positional vocabulary to give instructions which describes the position of a familiar object. Candidates or the tutor should provide a brief summary of the instructions indicating the positional terms used.

Example practical activities could include asking somebody to move an object from one location to another, eg

- *The chair **is on the left** of the table **below** the wall display. Please move it to the **right** of the door*
- *The salt is **inside** the cupboard, put it **on top of** the table **beside** the sauce*
- *Describe where something/one is in a picture.*

Evidence may be presented on the evidence sheet or alternatively a witness statement can be used.

5 Sort and Classify

HD1/E2.3 Sort and classify objects using two criteria

On **two** occasions candidates should sort at least **ten** different items and select items that meet **two** different criteria. On each occasion:

i) the sort criteria used must be different
ii) candidates should understand and state the sort criteria used
iii) candidates should state the outcome.

Notes for tutors:

Candidates should undertake a practical activity sorting at least ten items according to shape, however, suitable paper based activities are also acceptable.

Candidates should briefly describe what the items were and state the **two** criteria used to sort the items. Candidates should also briefly describe the outcome of the activity. Sample activities could include:

- *Sorting magazines by **reader type/name** and **date order** eg women's magazines sorted in date order. There were six women's magazines sorted in date order.*
- *Sorting shoes according to **colour** and **size**, eg all black shoes that are size 10. There were three pairs of black, size 10 shoes.*

The candidate's responses should be presented either on the evidence sheet or alternatively, a witness statement which briefly describes a satisfactory outcome.

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UNIT 4 – USING COMMON MEASURES, SHAPE AND SPACE AND DATA (ENTRY 2)

CANDIDATE EVIDENCE SHEETS

OCR ENTRY LEVEL CERTIFICATE IN ADULT NUMERACY
UNIT 4: USING COMMON MEASURES, SHAPE AND SPACE AND DATA (ENTRY 2)

CANDIDATE EVIDENCE SHEETS

Candidate name: .....

1. MONEY

a) Identify 2 different combinations of coins which add up to £1.

Coins to make £1	Total
1	=£1
2	=£1

b) Calculate the cost of 2 items.

i) Calculate the cost of 2 items in **pence**. The total cost of the 2 items must be less than £1.

In the table below:

- record the price of 2 different items
- calculate the total cost of the 2 items.

Item Description	Cost in pence
1	
2	
Total	

Calculate how much change you would get if the items were bought using a £1 coin.

ii) Calculate the cost of 2 items in **whole pounds**. The items must both cost whole pounds.

In the table below:

- record the price of 2 different items in the table below
- calculate the total cost of the 2 items.

Item Description	**Cost in whole pounds**
1	
2	
Total	

What note(s) would you use to pay for these items?

.....

Work out how much change you would get.

If scribed by the tutor please complete the following:
I confirm that I have scribed the candidate's responses accurately.

Tutor signature: ..... Date: .....

Candidate name: .....

2. TIME

a) Record dates

Record 2 different important dates. (Do not use the same month.)

Write the dates in two different ways. An example is written for you.

	Event	Date (Way 1)	Date (Way 2)
Example:	*My Birthday*	*16/03/1985*	*16th March 1985*
Event 1	.....	.....	.....
Event 2	.....	.....	.....

b) Record times

Record 3 different times on a 12 hour digital clock and another 3 different times on an analogue clock.

Or set times on an actual clock or watch.

Time (in words)	Analogue clock	Time (in words)	12 hour digital clock
On the hour			• •
Quarter to/past			• •
Half past			• •

Tutor witness statement (time was set on an actual clock/watch): Candidate has set above times on a clock/watch accurately.

Tutor signature: ..... Date: .....

c) Read time

i) Your tutor will ask you to read 3 different times on an analogue clock.

Analogue Clock

Time	Read correctly? Yes/No + (tutor signature)

ii) Your tutor will ask you to read 3 different times on a 12 hour digital clock.

Digital Clock

Time	Read correctly? Yes/No + (tutor signature)

If scribed by the tutor please complete the following:
I confirm that I have scribed the candidate's responses accurately.

Tutor signature: ..... Date: .....

Candidate name: .....

3. MEASUREMENT AND TEMPERATURE

a) Length

i) Choose 2 items of different lengths to measure.

ii) Make an estimate of the length of each item.

iii) Choose an appropriate measuring instrument and record the actual length of each item. State the units used.

iv) Compare your estimate with the actual length.

Record your results in the table below (an example has been done for you).

Item measured	Estimated length	Actual length	Measuring instrument used	Comparison
Example *My pencil*	*15 cm*	*13cm*	*Ruler*	*My estimate was too long by 2 cm*
1				
2				

Choose **one** of your 2 items.
Estimate, then measure its length using a **non-standard unit** of length.

Item .....

What unit did you use? .....

What is your estimate? .....

How many of the units does the item measure? .....

b) Weight

i) Choose 2 items of different weight to measure.

ii) Estimate the weight of each item to the nearest kilogram.

iii) Choose an appropriate measuring instrument and record the actual weight of each item. State the units used.

iv) Compare your estimate with the actual weight.

Record your results in the table below (an example has been done for you).

Item measured	**Estimated Weight in kg**	**Actual Weight in kg**	**Measuring instrument used**	**Comparison**
Example *My weight*	*70 kg*	*68 kg*	*Bathroom scales*	*My estimate was too heavy by 2 kg*
1				
2				

c) Capacity

i) Choose 2 different sized containers.

ii) Estimate the capacity of each container to the nearest litre.

iii) Choose an appropriate measuring instrument and record the actual capacity of each container. State the units used.

iv) Compare your estimate with the actual capacity.

Record your results in the table below (an example has been done for you).

Container	**Estimate of Capacity**	**Actual Capacity**	**Measuring instrument used**	**Comparison**
Example *Vacuum flask*	*1 litre*	*1 ½ litres*	*Measuring jug*	*My estimate was too little by ½ a litre*
1				
2				

Choose **one** of your 2 containers.

Estimate its capacity using a **non-standard unit** of capacity.

Item.....

What unit did you use?.....

What is your estimate?.....

How many of the units does the item measure?.....

d) Temperature

Use a weather chart to collect and record the daily temperature for a 1 week period. Write down the name of the place that the temperatures are taken for and record your results in the table below.

Name of the Place .....

Day of the week	Temperature in °C
Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

Which day was the warmest? .....

Which day was the coolest? .....

If scribed by the tutor please complete the following:
I confirm that I have scribed the candidate's responses accurately.

Tutor signature: ..... Date: .....

Candidate name: .....

4. SHAPE AND SPACE

a) Recognise, name and describe 2-D shapes and 3-D shapes

i) Name and describe 2 different properties of 3 different **2-D** shapes.

Name of 2-D shape 1 .....

1st Property of the shape .....

2nd Property of the shape .....

Name of 2-D shape 2 .....

1st Property of the shape .....

2nd Property of the shape .....

Name of 2-D shape 3 .....

1st Property of the shape .....

2nd Property of the shape .....

ii) Name and describe 2 different properties of 3 different **3-D** shapes.

Name of 3-D shape 1 .....

1st Property of the shape .....

2nd Property of the shape .....

Name of 3-D shape 2 .....

1st Property of the shape .....

2nd Property of the shape .....

Name of 3-D shape 3 .....

1st Property of the shape .....

2nd Property of the shape .....

b) Positional vocabulary

Use positional vocabulary to give instructions which relate to a familiar object.

At least 2 positional terms must be used eg *on top of, to the left of, underneath, at the back of, above, below.*

Write a brief summary of your instructions in the space below. Underline the positional terms used.

.....

.....

.....

.....

If scribed by the tutor please complete the following:
I confirm that I have scribed the candidate's responses accurately.

Tutor signature: ..... Date: .....

Candidate name: .....

5. SORT AND CLASSIFY

Sort and classify objects using 2 criteria.

Occasion 1

Sort at least 10 different items. Briefly describe what the items were.

.....

.....

What 2 sort criteria did you use to sort the items?

.....

Briefly describe the outcome of the sorting activity.

.....

.....

Occasion 2

Sort at least 10 different items. Briefly describe what the items were.

.....

.....

What 2 sort criteria did you use to sort the items?

.....

Briefly describe the outcome of the sorting activity.

.....

.....

i) Tutor witness statement: I confirm that the tasks were completed successfully.

ii) If scribed by the tutor: I confirm that I have scribed the candidate's responses accurately.

Tutor signature: ..... Date: .....

UNIT 5: USING NUMBER (ENTRY 3)

Learning outcomes

Learners following a course of study leading to a full qualification in adult numeracy at this level will be able to:

- **read and understand information** given by numbers, symbols, diagrams and charts, used for different purposes and in different ways, in graphical, numerical and written material
- **specify and describe** a practical problem or task using numbers, measures and diagrams to collect and record relevant information
- **generate results** to a given level of accuracy using given methods, measures and checking procedures appropriate to the specified purpose
- **present and explain results** which meet the intended purpose using appropriate numbers, diagrams, charts and symbols.

Assessment objectives	Knowledge, understanding and skills	Core curriculum reference
1 Understand and use mathematical information	• Use whole numbers, fractions and decimals to measure and make observations • Use numerical information from lists, tables, diagrams and simple charts to help understanding • Use given materials and methods	N1/E3.1 N2/E3.1 N2/E3.2 HD1/E3.1
2 Calculate and manipulate mathematical information	**Use whole numbers** • Count read, write, order and compare numbers up to 1000 • Add and subtract using three-digit numbers • Recall addition and subtraction facts to 20 • Multiply two-digit whole numbers by single-digit whole numbers • Recall multiplication facts (eg multiples of 2, 3, 4, 5, 10) • Divide two-digit whole numbers by single-digit whole numbers and interpret remainders • Approximate by rounding numbers less than 1000 to the nearest 10 or 100 • Estimate answers to calculations • Use and interpret +, -, x, ÷ and = in practical situations for solving problems **Use fractions** • Read, write and understand common fractions (eg ¾, ⅔, $^1/_{10}$) • Recognise and use equivalent forms (eg $^5/_{10}$ = ½)	 N1/E3.1 N1/E3.2 N1/E3.3 N1/E3.4 N/E3.5 N1/E3.6 N1/E3.7 N1/E3.8 N1/E3.9 N2/E3.1 N2/E3.1

(continued)

Assessment objectives		Knowledge, understanding and skills	Core curriculum reference
2	Cont. Calculate and manipulate mathematical information	**Use decimals** • Read, write and understand decimals up to two decimal places and in practical contexts **Use data** • Extract numerical information from lists, tables, diagrams and simple charts **Use electronic or mechanical aids** • Calculate using whole numbers and decimals to solve problems in context • Check calculations	 N2/E3.3 HD1/E3.1
3	Interpret results and communicate mathematical information	• Use whole numbers, common fractions and decimals to present results • Use given methods to check and present results • Use appropriate methods and forms to describe outcomes	N1/E3.1 N2/E3.1

Assessment requirements

This unit is centre assessed and OCR moderated.

OCR provides set tasks and marking criteria for this unit. The tasks will be marked in the centre by the tutor/assessor and sent to the OCR Examiner-moderator to be moderated.

In order to achieve a Pass, candidates will be required to achieve 75% of the total marks available (the pass mark for the unit is included in the marking criteria).

Candidates who are unsuccessful in achieving a Pass, and who wish to re-sit the unit, will be required to undertake a different set of tasks.

Assessment documents

A set of OCR-set tasks and marking criteria will be sent to centres when they enter candidates. These tasks must be used for assessment purposes only.

The following documents are provided with each set of tasks.

Information for Candidates

Candidates should be provided with a copy of the *Information for Candidates* sheet prior to undertaking the formal tasks set by OCR. The *Information for Candidates* sheet has been designed to inform the candidates about the tasks they will have to undertake and also to aid their preparation for answering the OCR-set questions. Tutors may explain the content of the information sheet to the candidates.

Candidate Task Sheets

The *Candidate Task Sheets* provide the tasks/questions that candidates will need to complete for this unit. These should be used by candidates to present their responses to the OCR-set tasks.

Reading the tasks

Tutors may read text to the candidates to help them with their understanding of contexts, but candidates should read and write numerical information themselves. Tasks that can be read to candidates are identified by a speech symbol  at the top of the task.

Tutors will be required to verify that the work submitted is solely that of the candidate concerned (a separate section for this is provided in the Assessment Record Folder).

Sample tasks

A set of sample tasks has been included with this unit. These sample tasks must only be used as practice material. They **must not** be used as assessment material (the live assessment tasks will be sent to centres when they enter candidates).

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UNIT 5 – USING NUMBER (ENTRY 3)

SAMPLE TASKS

OCR ENTRY LEVEL CERTIFICATE IN ADULT NUMERACY
CANDIDATE TASK SHEETS

SAMPLE TASKS

Unit 5 Entry 3 – Using Number

There are **six** different practice tasks to complete.

For each task, you will need to use the skills listed.

Your teacher/tutor will explain anything that is not clear.

Task 1 – Working with numbers

- Read, write, order and compare numbers up to 1000
- Add, Subtract, Multiply, Divide

Task 2 – Solving problems using addition and subtraction

- Round numbers to the nearest 10 and 100

Task 3 – Solving problems using multiplication and division

- Work out remainders

Task 4 – Working with fractions and decimals

Task 5 – Using a calculator

- Check answers and solve problems

Task 6 – Working with data

- Understand and use numerical information in tables and lists
- Extract information for a purpose

OCR ENTRY LEVEL CERTIFICATE IN ADULT NUMERACY
CANDIDATE TASK SHEETS

SAMPLE TASKS

Unit 5 Entry 3 – Using Number

Sample Task Sheets

This sample test paper is for practice purposes only. It is not assessment material.

Instructions to Candidates

You must complete **all** of the questions for each task.

You must answer the questions on your own.

You must read the questions in Task 1 Part B and in Task 5 Part A yourself. You may ask your tutor to read all of the other questions to you.

You should write down the answers yourself.

Your work will NOT be marked for spelling, punctuation and grammar. However, you should try to write clearly so that your answers are easy to read.

You may **not** use a calculator to complete Tasks 1, 2, 3, 4 and 6.

You **must** use a calculator to complete Task 5.

Candidate Name:	

Candidate Name .....

Task 1 – Working with Numbers

Part A

1. Put these numbers into **ascending** order (**smallest** number first).

   130, 103, 310, 301, 330

   _____

2. Put these numbers into **descending** order (**largest** number first).

   723, 230 732, 320, 73

   _____

3. Look at the set of numbers below.

   145, 410, 215, 803, 32, 680, 767

   i) Write down the **smallest odd** number. _____

   ii) Write down the **largest even** number. _____

4. Look at the sequence of numbers below.
   Write down the next two numbers of the sequence in the spaces.

   108, 118, 128, 138, 148, 158, ____ , ____

TASK 1 – Working with Numbers

Part B

1.
$$\begin{array}{r} 403 \\ +\ 206 \\ \hline \end{array}$$

2. $307 + 248 =$

3.
$$\begin{array}{r} 867 \\ -\ 415 \\ \hline \end{array}$$

4. $539 - 237 =$

5.
$$\begin{array}{r} 46 \\ \times\ 5 \\ \hline \end{array}$$

6. $27 \times 3 =$

7. $48 \div 4 =$

8. $5\overline{)65}$

Candidate Name .....

Task 2 – Solving Problems Using Addition and Subtraction

A hotel has checked its linen stock:

105 towels
210 pillowcases
191 sheets
183 quilt covers

Use the list above to answer the following questions.
Write your answer on the line. You MUST show your working out.

Show your working out here

1. How many items are there in total?

_____

2. How many more sheets are there than quilt covers?

_____

3. There are 67 white towels. The rest are blue.
How many are blue?

_____

(Task 2 continued)

Show your working out here

4. The towels and sheets are put on a shelf together.
   How many items are on the shelf?

   _____

5. An extra 53 sheets have been found.
   How many sheets are there now in total?

   _____

6. The hotel needs the same number of quilt covers as pillow cases. How many more quilt covers are needed?

   _____

7. Round the number of towels to the nearest 10.

   _____

8. Round the number of pillowcases to the nearest 100.

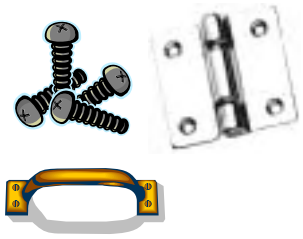
   _____

Candidate Name .....

Task 3 – Solving Problems Using Multiplication and Division

A carpenter has:

46 hinges
200 screws
55 door handles



Use the list above to answer the following questions.
Write your answer on the line. You MUST show your working out.

Show your working out here

1. The door handles are in 5 boxes.
   Each box has the same number of door handles.
   How many door handles are in each box?

   _____

2. Each hinge needs 4 screws to fit it.
   How many screws are needed to fit all the hinges?

   _____

(Task 3 continued)

3. Each door needs 3 hinges.

Show your working out here

i) How many doors can be fitted with 46 hinges?

_____

ii) How many hinges are left over?

_____

iii) How many hinges would be needed to fit 34 doors?

_____

4. Each door needs 2 door handles.

i) How many doors could be fitted with 55 handles?

_____

ii) How many handles are left over?

_____

iii) How many handles would be needed for 79 doors?

_____

Candidate Name .....

Task 4 – Working With Fractions and Decimals

1. There are 300 videos in a shop. Half of them are cartoons. 

   i) How many cartoons are there? _____

   ii) Write one half as a decimal. _____

2. There are 100 runners in a race. 75 of them are women. 

   i) Write this as a fraction. _____

   ii) Write the fraction in its simplest form. _____

   iii) Write this as a decimal. _____

3. Put a circle round the fraction that is **not equal** (not equivalent) to a half.

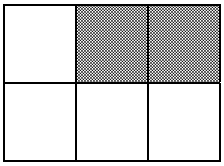
   $\frac{3}{6}$ $\frac{4}{9}$ $\frac{5}{10}$ $\frac{20}{40}$ $\frac{12}{24}$

4. Put a circle round the fraction that is **equal** (equivalent) to one whole.

   $\frac{3}{6}$ $\frac{4}{12}$ $\frac{5}{10}$ $\frac{3}{3}$ $\frac{1}{3}$

(Task 4 continued)

5. What fraction of the rectangle below is shaded? _____



6. i) Write $\frac{1}{4}$ as a decimal.

_____

ii) Write one fifth as a fraction.

_____

Candidate Name .....

Task 5 – Using a Calculator

Part A

Use a calculator to check the answers.

Tick the correct box to show whether the answer is right or wrong.

1.

	Right	Wrong
578 + 396 = 794		

2.

	Right	Wrong
4.72 + 2.67 = 7.39		

3.

	Right	Wrong
855 – 453 = 402		

4.

	Right	Wrong
£3.42 – £1.29 = £2.13		

5.

	Right	Wrong
23 x 3 = 26		

(Task 5A continued)

6.

	Right	Wrong
2.34 x 4 = 93.6		

7.

	Right	Wrong
44 ÷ 4 = 11		

8.

	Right	Wrong
£3.21 ÷ 3 = £1.7		

Calculator used.

Tutor/Witness signature: .....

Task 5 – Using a Calculator

Part B

You MUST use your calculator to work out the answer.

1. In July 597 people enrolled at the gym, in August another 176 people enrolled.
   How many people enrolled altogether in these two months?

2. A bag of flour has 385 grams in it. I use 105 grams.
   How many grams are now left?

3. A bus has to make 15 journeys each day.
   How many journeys does it make in 6 days?

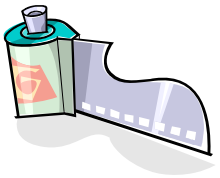
4. There are 84 light bulbs to be packed 3 in a box.
   How many boxes will be filled altogether?

5. A tin of paint costs £5.99 and a paint brush costs £2.60.
   How much do they cost altogether?

(Task 5B continued)

6. Sara had £7.40. At lunchtime she spent £2.35.
How much money did she have left?

7. Jamie buys 4 films for his camera at £3.80 each.
How much does he spend altogether?



8. I bought 5 train tickets and they cost £25.50.
They each cost the same.
How much did each ticket cost ?

Calculator used.

Tutor/Witness signature: .....

Candidate Name .....

Task 6 – Working with Data

Part A

Rice dishes on a Chinese Takeaway price list:

Boiled rice	**£1.60**
Egg fried rice	**£1.70**
House special rice	**£4.60**
Pineapple fried rice	**£4.30**
Mixed vegetable rice	**£3.80**
Shrimp fried rice	**£3.90**
Mushroom fried rice	**£3.80**

1. Which rice dish is the **cheapest**? _____

2. How much does the shrimp fried rice dish cost? _____

3. Which rice dish costs the **most**? _____

4. Which **two** rice dishes cost **the same**?

   (i) _____

   (ii) _____

5. Which **two** rice dishes cost more than £4.00 ?

   (i) _____

   (ii) _____

Task 6 – Working with Data

Part B

Yesterday's sale of train tickets.

Time	Type of ticket				
	Single	**Return**	**Day Saver**	**Pass**	**Total**
Morning	15	72	88	12	
Afternoon	29	46	16	9	
TOTAL	**44**				

Use the information in the table above to answer the following questions. You MUST show your working out.

1. Complete the table above to show the totals for each type of ticket. The first total has been done for you.

2. i) What is the **total** number of tickets sold for the morning?

_____

ii) What is the **total** number of tickets sold for the afternoon?

_____

iii) What is the **total** number of tickets sold for the morning and afternoon together?

_____

Show your working out here

(Task 6B continued)

Show your working out here

3. What type of ticket sold **most** in the morning?

_____

4. How many **less** Return tickets than Day Saver tickets were sold in the morning?

_____

5. Were more tickets sold in **total**, in the afternoon than in the morning?

Yes or No

Give the reason for your answer.

_____

_____

6. Round the number of Return tickets sold in the afternoon to the **nearest** 10.

_____

7. A Day Saver ticket costs £4.78. Round this to the **nearest** pound (£).

_____

UNIT 5 - MARKING CRITERIA – ENTRY 3 (Sample Tasks)

For use by tutors only

Method marks. Where method marks are shown, if the candidate gets the method correct but the answer wrong the method mark can be given (1 mark). If the candidate gets the answer correct but does not show the method used, the full 2 marks can be given (as it is assumed that the correct method has been used).

Task 1

Question No	Answer	Marks
Part A		
1	103, 130, 301, 310, 330	1
2	732, 723, 320, 230, 73	1
3 i)	145	1
3 ii)	680	1
4	168, 178 (follow through)	2
Part B		
1	609	1
2	555	1
3	452	1
4	302	1
5	230	1
6	81	1
7	12	1
8	13	1
		Total 14

Task 2

Question No	Answer	Marks
1	105 + 210 + 191 + 183 689 (1 mark for method)	2
2	191 – 183 8 (1 mark for method)	2
3	105 – 67 38 (1 mark for method	2
4	105 + 191 296 (1 mark for method)	2
5	191 + 53 244 (1 mark for method)	2
6	210 – 183 27 (1 mark for method)	2
7	110	1
8	200	1
		Total 14

UNIT 5 - MARKING CRITERIA – ENTRY 3 (CONTINUED)

Task 3

Question No	Answer	Marks
1	55 ÷ 5 11 (1 mark for method)	2
2	46 x 4 184 (1 mark for method)	2
3 i)	46 ÷ 3 15 (1 mark for method)	2
3 ii)	46 – 45 1 (1 mark for method)	2
3 iii)	34 x 3 102 (1 mark for method)	2
4 i)	55 ÷ 2 27 (1 mark for method)	2
4 ii)	55 – 54 1 (1 mark for method)	2
4 iii)	79 x 2 158 (1 mark for method)	2
		Total 16

Task 4

Question No	Answer	Marks
1 i)	150	1
1 ii)	0.5	1
2 i)	75/100	1
2 ii)	3/4 or three quarters	1
2 iii)	0.75	1
3	4/9	1
4	3/3	1
5	2/6 or 1/3	1
6 i)	0.25	1
6 ii)	1/5	1
		Total 10

Task 5

Question No	Answer	Marks
Part A		
1	Wrong	1
2	Right	1
3	Right	1
4	Right	1
5	Wrong	1
6	Wrong	1
7	Right	1
8	Wrong	1

UNIT 5 - MARKING CRITERIA – ENTRY 3 (CONTINUED)

Task 5

Part B		
1	597 + 176 773 (1 mark for method)	2
2	385 – 105 280 g (1 mark for method)	2
3	15 x 6 90 (1 mark for method)	2
4	84 ÷ 3 28 (1 mark for method)	2
5	5.99 + 2.60 8.59 (1 mark for method)	2
6	7.40 – 2.35 £5.05 (1 mark for method)	2
7	4 x 3.80 £15.20 (1 mark for method)	2
8	25.50 ÷ 5 £5.10 (1 mark for method)	2
		Total 24

Task 6

Question No	Answer	Marks
Part A		
1	Boiled rice or £1.60	1
2	£3.90	1
3	House special or £4.60	1
4	Mixed vegetable and Mushroom fried	1
5	House special and Pineapple fried (1 mark for each) or £4.30 and £4.60	2
Part B		
1	118 (Return) 104 (Day saver) 21 (Pass) (1 mark per total)	3
2 i)	(Morning) 15 + 72 + 88 + 12 187 (1 mark for method)	2
2 ii)	(Afternoon) 29 + 46 + 16 + 9 100 (1 mark for method)	2
2 iii)	(Whole day total) 187 + 100 287 (1 mark for method)	2

UNIT 5 - MARKING CRITERIA – ENTRY 3 (CONTINUED)

3	Day saver	1
4	88 - 72 16 (1 mark for method)	2
5	No (1 mark) More tickets sold in the morning (187) than the afternoon (100) (1 mark for method)	2
6	50	1
7	£5	1
		Total 22

Total marks: 100
Pass criteria: 75% - 75 marks

UNIT 6: USING COMMON MEASURES, SHAPE AND SPACE AND DATA (ENTRY 3)

Learning outcomes

Learners following a course of study leading to a full qualification in adult numeracy at this level will be able to:

- **read and understand information** given by numbers, symbols, diagrams and charts used for different purposes and in different ways in graphical, numerical and written material
- **specify and describe** a practical problem or task using numbers, measures and diagrams to collect and record relevant information
- **generate results** to a given level of accuracy using given methods, measures and checking procedures appropriate to the specified purpose
- **present and explain results** which meet the intended purpose using appropriate numbers, diagrams, charts and symbols.

Assessment objectives	Knowledge, understanding and skills	Core Curriculum reference
1 Understand and use mathematical information	• Use whole numbers, fractions and decimals to measure and make observations • Use numerical information from lists, tables, diagrams and simple charts to help understanding • Make observations and record numerical information using a tally • Use given materials and methods	N1/E3.1 N2/E3.1 N2/E3.2 N2/E3.3 HD1/E3.1 HD1/E3.3
2 Calculate and manipulate mathematical information	**Use common measures** • To estimate, calculate and compare money by: - adding and subtracting sums using decimal notation - rounding sums to the nearest £1 and 10p - making approximate calculations • Read, measure and record time • Read and interpret distance in everyday situations • Read, estimate, measure and compare length, weight and capacity using non-standard and standard units • Choose and use appropriate units and measuring instruments • Read, measure and compare temperature using common units and instruments **Use shape and space** • Sort 2-D and 3-D shapes to solve practical problems using properties (eg lines of symmetry, side lengths, angles)	MSS1/E3.1 MSS1/E3.2 MSS1/E3.2 MSS1/E3.3 MSS1/E3.4 MSS1/E3.5 MSS1/E3.6 MSS1/E3.7 MSS1/E3.8 MSS1/E3.9 MSS2/E3.1

(continued)

Assessment objectives	Knowledge, understanding and skills	Core Curriculum reference
2 Cont. Calculate and Manipulate Mathematical Information	**Use data** • Make numerical comparisons from bar charts and pictograms • Organise and represent information in different ways so that it makes sense to others.	 HD1/E3.2 HD1/E3.4
3 Interpret results and communicate mathematical information	• Use whole numbers, common fractions and decimals to present results • Use common measures and units of measures to define quantities • Use tables, simple charts and diagrams to present results (eg for amounts and sizes) • Use given methods to check results • Use given methods to present results • Use appropriate methods and forms to describe outcomes.	N1/E3.1 N2/E3.1 N2/E3.2 N2/E3.3 MSS1/E3.5 MSS1/E3.6 MSS1/E3.7 HD1/E3.4

Assessment and evidence requirements

This unit is centre assessed and OCR moderated.

Candidates are required to demonstrate that they have developed all of the skills identified in this unit and are able to use them in practical situations.

Tutors should identify tasks to meet the assessment requirements that will, be of interest to candidates and relevant to adult life. Tasks may be carried out in any context as long as candidates meet the assessment requirements identified and generate appropriate evidence.

The skills that are needed in order to undertake each assessment component are identified and referenced to the national standards for Adult Numeracy as stated in the national Adult Numeracy Core Curriculum.

Tutors should assess and mark candidates' work for both accuracy and understanding. The evidence submitted **must** be correct for the unit to be awarded.

There are no restrictions on the time allowed to complete the evidence requirements, they may be undertaken separately and in any order. All the evidence requirements must be completed before the assessment requirements for this unit may be viewed as complete.

To assist teachers/tutors, OCR has designed Candidate Evidence Sheets. When completed, these provide sufficient evidence to show assessment requirements have been met.

Candidate Evidence Sheets for each unit are available in a Word document on the OCR website. Centres, however, may devise their own appropriate evidence documents.

Candidates **must** complete **all** of the assessment requirements for every section.

Evidence requirements

1 Money

MSS1/E3.1 Add and subtract sums of money using decimal notation
MSS1/E3.2 Round sums of money to the nearest £ and 10p and make approximate calculations
HD1/E3.1 Extract numerical information from lists

Candidates should carry out correctly **two** different practical calculations that involve calculating the cost of **three** separate items.

a) On **one** occasion the total cost of the items should be below £10.

b) On **one** occasion the total cost of the items should be between £10 and £20.

On **each** occasion, all the items should cost more than £1 and at least **two** of the items must cost a combination of pounds and pence (eg £2.25).

On **each** occasion candidates should:

i) estimate the total cost by rounding each item to the nearest pound
ii) use decimal notation to calculate the total cost of the items and record their calculation
iii) round the total cost to the nearest £ and 10p and record their response
iv) identify whether to use a £10 or £20 note to pay for the items
v) calculate the change from the transaction and record their calculation.

Notes for tutors:

The cost of the three items may be obtained from a given price list which is relevant to the candidates' interests.

Alternatively candidates may select their own items and costs from a shop, catalogue, menu, online shopping guide or other suitable source.

At least two of the items chosen should cost a combination of pounds and pence, eg £1.65; £7.95.

2 Time

MSS1/E3.3 Read, measure and record time

a) i) Candidates should record **two** different important dates.
Each date should be recorded in **two** different ways.
(The same month should **not** be used but the same year may be used.)

ii) Candidates should identify the two dates on two different types of calendar. They should record the day of the week that the dates fall on for the year of the calendar they are using.

b) Candidates should record or set **three** different times on a 12 hour digital clock and a different three times on an analogue clock. For each type of clock, at least **two** of the times should be on a 5-minute interval.

c) Candidates should read **three** different times using a digital clock and a different **three** times using an analogue clock. For each type of clock, at least **two** of the times should be on a 5-minute interval.

Notes for tutors:

a) Tutors should provide the candidate with two different calendars. The calendars do not necessarily have to be for the same year, or the current year.

Any commonly available format of calendar is acceptable as evidence. Examples might include a diary calendar, wall chart, computer scheduler, pocket calendar, etc.

If the actual calendars used are not submitted as evidence, a witness statement should be attached stating the type of calendar used, eg "*The candidate identified the dates on a wall chart calendar and in a student handbook. The dates were marked correctly and the days of the week recorded."*

b) Candidates should set and/or record **three** different times on a 12 hour digital clock and another **three** times on an analogue clock. The times should be of relevance to the candidate.

At least two of the times should be on 5-minute intervals. The times chosen may be communicated verbally to the candidate or given in words.

If possible the candidates should set the times on an actual clock and should be encouraged to write the times in words themselves.

c) Candidates should read three different times on an actual analogue clock face and a different set of three times on a digital clock face (or model).

The times to be read should be times that are relevant to the learner but may be selected by the tutor and must contain at least two times on a 5-minute interval for each type of clock. A verbal or written response is acceptable.

If the responses are given verbally a witness statement should be attached stating the times used, eg "*The candidate read the following times correctly from an analogue/digital clock".*

3 Distance and Measurement

MSS1/E3.4	Read and interpret distance in everyday situations
MSS1/E3.5	Read, estimate, measure and compare length using standard and non-standard units
MSS1/E3.6	Read, estimate, measure and compare weight using standard and non-standard units
MSS1/E3.7	Read, estimate, measure and compare capacity using standard and non-standard units
MSS1/E3.8	Choose and use appropriate units and measuring instruments
MSS1/E3.9	Read, measure and compare temperature

a) Candidates should estimate, then measure the **length** of **two** different items using **standard units**.

Candidates should also estimate and measure the length of **one** of these items using a **non-standard unit**.

For each measurement they should:

i) note their estimated answer
ii) compare their estimated length with the actual length
iii) choose and use appropriate measuring instruments and units
iv) record the actual measurement.

b) Candidates should estimate, then measure the **weight** of **two** different items using **standard units**.

Candidates should also estimate and measure the weight of **one** of these items using a **non-standard unit**.

For each measurement they should:
i) note their estimated answer
ii) compare their estimated weight with the actual weight
iii) choose and use appropriate measuring instruments and units
iv) record the actual measurement.

c) Candidates should estimate, then measure the **capacity** of **two** different containers using **standard units**.

Candidates should also estimate and measure the capacity of **one** of these items using a **non-standard unit**.

For each measurement they should:
i) note their estimated answer
ii) compare their estimated capacity with the actual capacity
iii) choose and use appropriate measuring instruments and units
iv) record the actual measurement.

d) Candidates should estimate, then measure the **temperature** of **two** different items using **standard units**.

For each measurement they should:
i) note their estimated answer
ii) compare their estimated temperature with the actual temperature
iii) choose and use appropriate measuring instruments and units
iv) record the actual measurement.

e) Candidates should estimate the approximate **distance** to **two** different places.

For each place they should:
i) note their estimated answer in miles **or** kilometres
ii) identify the most appropriate mode(s) of transport to travel to these places.

Notes for tutors:

a) **Length**

Candidates should select two different items relevant to their interests to measure. The items must be different in length.

Suitable standard units should be used for the estimate of the lengths, eg metres, centimetres, millimetres, feet, inches. The actual length of the items should be measured using the same units as the estimate.

One of the two items should also be measured using a non-standard unit. Candidates may select any unit with which a suitable length comparison can be made eg hand, stride, pencil length, finger length, thumb width, etc.

b) **Weight**

Candidates should select two items of different weight relevant to their interests to measure. The items must be different in weight.

Suitable standard units should be used for the estimate of the weight, eg kilogram, gram, stones, pounds, ounces. The actual weight of the items should be measured using the same units as the estimate.

One of the two items should also be measured using a non-standard unit. Candidates may select any unit with which a suitable weight comparison can be made, eg bag of sugar, packet of rice.

c) **Capacity**

Candidates should select two different containers relevant to their interests to measure their capacity. The items must be different in capacity.

Suitable standard units should be used for the estimate of the capacity, eg litres, millilitres, pints, gallons, fluid ounces. The actual capacity of the items should be measured using the same units as the estimate.

One of the two items should also be measured using a non-standard unit. Candidates may select any unit with which a capacity comparison can be made, eg cup, mug, bottle, spoonful, eggcup, etc.

d) **Temperature**

Candidates should select two items that are practical to measure the temperature of. The items must be different temperatures. Examples could include a room, a liquid, the outside temperature, etc.

Suitable standard units should be used for the estimate of the temperature, eg ^{o}Celsius, ^{o}Fahrenheit. The actual temperature measurements should be taken using the same units as the estimate.

e) **Distance**

Candidates could use road maps to estimate and then use mileage charts, local directories, road signs, etc to check their estimate.

Candidates' responses should recognize that different forms of transport are more appropriate than others for travel to different places.

For example, it may be acceptable to walk or cycle a distance of one or two miles/kilometres. However, a car, train or plane or combination of these would be a more appropriate mode of transport to a city 200 miles/kilometres away.

4 Shape and Space

MSS2/E3.1 Sort 2-D and 3-D shapes to solve practical problems using properties (eg lines of symmetry, side length, angles)

a) Candidates should solve **one** practical problem using 2-D shapes. The problem should involve at least **five** different sized, or shaped, 2-D objects.

Candidates should sort the items in an appropriate way to meet a specified purpose. They should:

i) state the purpose
ii) describe the criteria they applied to solve the problem
iii) describe the outcome.

b) Candidates should solve **one** practical problem using 3-D shapes. The problem should involve at least **five** different sized, or shaped, 3-D objects.

Candidates should sort the items in an appropriate way to meet a specified purpose. They should:

i) state the purpose
ii) describe the criteria they applied to solve the problem
iii) describe the outcome.

Notes for tutors:

a) **Sorting 2-D shapes**

A practical problem sorting 2-D shapes to meet a specific purpose must be undertaken.

Candidates are required to briefly state what the purpose is, describe what criteria they applied to sort the shapes and briefly describe the outcome. The candidates' responses should be recorded on the evidence sheets.

The problem should be relevant to the candidates' interests and could include:

- design a poster/page for a magazine with five different shaped pictures/text boxes
- sort items on a computer screen and resize to fit onto one page
- arrange different sized open books on a table for a display
- arrange notices on a notice board.

b) **Sorting 3-D shapes**

A practical problem sorting 3-D shapes to meet a specific purpose must be undertaken.

Candidates are required to briefly state what the purpose is, describe what criteria they applied to sort the shapes, and briefly describe the outcome. The candidates' responses should be recorded on the evidence sheets.

The problem should be relevant to the candidates' interests and could include:

- pack a combination of boxes and cylinders into a larger box for posting/storage
- sorting objects to fill a space
- arranging a combination of objects for a visual display

- stacking a storeroom shelf efficiently
- loading a van/car boot for best balance/stability
- arrange a plate, saucer, cup, tea/coffee pot, sugar bowl, etc on a tray for ease of carrying.

5 Collating and presenting data

HD1/E3.1 Extract numerical information from lists, tables, diagrams and simple charts
HD1/E3.2 Make numerical comparisons from bar charts and pictograms
HD1/E3.3 Make observations and record numerical information using a tally
HD1/E3.4 Organise and represent information in different ways so that it makes sense to others

Candidates should carry out a survey to collate information on a topic. The survey should require candidates to:

a) Decide on **three** different categories of information to collect within the survey area prior to starting the survey.

b) Collate at least **twenty** pieces of data in total, by category, using a tally chart.

c) Total the number of observations by category and overall.

d) Present the information as a bar chart using appropriate labels for the title and axes, and using appropriate numerical divisions on the vertical axis.

e) Use the bar chart to make **two** numerical comparisons. Record the observations using appropriate language.

Notes for tutors:

a) The survey undertaken should be relevant to the candidates' interests. The categories of information must be decided prior to starting the survey. Examples might include surveys of:

- people's take away food preference (Indian, Chinese, Pizza)
- different types of TV advertisements on one channel (by product type)
- drinks sales/people's preferences (tea, coffee, soft drink)
- type of vehicle using a road (car, bus/coach, lorry/truck)
- colour of cars using a car park (red, blue, white).

b) The survey title and the categories for information collection should be entered in the first column of the tally chart on the evidence sheet. The tally chart **must** be used to record at least twenty pieces of information across all three categories.

c) Candidates must total the tally marks for each category, then enter the total number of items numerically.

d) Candidates must use the information from their tally chart to construct a bar chart which represents the data. The bar chart should include:

- clear labels on both axes
- a title
- vertical axis clearly numbered
- columns representing the three categories clearly labelled.

As an alternative to the evidence sheet, a print of a computer generated bar chart is acceptable as evidence.

e) The numerical comparisons to be made from the bar chart should be statements comparing the numerical quantities of two of the three categories, eg *" There were 3 more coffees sold than soft drinks".*

Tutors may record the observations made by candidates on their behalf.

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UNIT 6 – USING COMMON MEASURES, SHAPE AND SPACE AND DATA (ENTRY 3)

CANDIDATE EVIDENCE SHEETS

OCR ENTRY LEVEL CERTIFICATE IN ADULT NUMERACY
UNIT 6: USING COMMON MEASURES, SHAPE AND SPACE AND DATA (ENTRY 3)

CANDIDATE EVIDENCE SHEETS

Candidate name: .....

1. MONEY

a) Calculate the cost of 3 items. (Cost below £10)

In the table below:

- record the price of 3 different items that cost between £1 and £3 from a price list
- estimate the total cost of the 3 items
- calculate the actual total cost of the 3 items.

Item Description	Actual Cost	Estimated Cost
1		
2		
3		
Total		

i) Round the actual total cost to the nearest whole £ .....

Round the actual total cost to the nearest 10p .....

ii) Would you use a £10 or £20 note to pay for these items?

.....

iii) Calculate how much change you would get.
Show your calculation below.

b) Calculate the cost of three items. (Cost between £10 & £20)

In the table below:

- record the cost of 3 different items, that cost in total between £10 and £20
- estimate the total cost of the 3 items
- calculate the actual total cost of the 3 items.

Item Description	Actual Cost	Estimated Cost
1		
2		
3		
Total		

i) Round the actual total cost to the nearest whole £ .....

Round the actual total cost to the nearest 10p .....

ii) Would you use a £10 or £20 note to pay for these items?

.....

iii) Calculate how much change you would get.
Show your calculation below.

If scribed by the tutor please complete the following:
I confirm that I have scribed the candidate's responses accurately.

Tutor signature: ..... Date: .....

Candidate name: .....

2. TIME

a) Record dates

i) Record 2 different important dates. (Do not use the same month.)
Write the dates in 2 different ways. An example is written for you.

	Event	Date (Way 1)	Date (Way 2)
Example:	*My Birthday*	*16/03/1985*	*16th March 1985*
Event 1	.....	.....	.....
Event 2	.....	.....	.....

ii) Mark your dates on 2 different types of calendar.
Write down the day of the week the dates fall on.

Day of the Week

Date 1 .....

Date 2 .....

b) Record times

Record 3 different times on a 12 hour digital clock and another 3 different times on an analogue clock.

Or, you can set the times on an actual clock or watch.

Time (in words)	Analogue clock	Time (in words)	12 hour digital clock
			:
5 minute interval:			:
5 minute interval:			:

Tutor witness statement (time was set on an actual clock/watch): Candidate has set above times on a clock/watch accurately.

Tutor signature: ..... Date: .....

c) Read time

i) Read 3 different times on an analogue clock.

Analogue Clock

Time	Read correctly? Yes/No + (tutor signature)

ii) Read 3 different times on a digital clock.

Digital Clock

Time	Read correctly? Yes/No + (tutor signature)

If scribed by the tutor please complete the following:
I confirm that I have scribed the candidate's responses accurately.

Tutor signature: ..... Date: .....

Candidate name: .....

3. DISTANCE AND MEASUREMENT

a) Length

i) Choose 2 items of different lengths to measure.

ii) Make an estimate of the length of each item.

iii) Choose an appropriate measuring instrument and record the actual length of each item. State the units used.

iv) Compare your estimate with the actual length.

Record your results in the table below (an example has been done for you).

Item measured	Estimated length	Actual length	Measuring instrument used	Comparison
Example Table	*2 metres*	*1.75 metres*	*Tape measure*	*My estimate was too long by 25 cms*
1				
2				

Choose **one** of your 2 items.

Estimate, then measure its length using a **non-standard unit** of length.

Item .....

What unit did you use? .....

What is your estimate? .....

How many of the units does the item actually measure?.....

b) Weight

i) Choose 2 items of different weight to measure.

ii) Make an estimate of the weight of each item.

iii) Choose an appropriate measuring instrument and record the actual weight of each item. State the units used.

iv) Compare your estimate with the actual weight.

Record your results in the table below (an example has been done for you).

Item measured	Estimated Weight	Actual Weight	Measuring instrument used	Comparison
Example *Text book*	*0.5 kg*	*350 grams*	*Kitchen weighing scales*	*My estimate was too heavy by 150 grams*
1				
2				

Choose **one** of your 2 items.

Estimate, then measure its weight using a **non-standard unit** of weight.

Item .....

What unit did you use? .....

What is your estimate? .....

How many of the units does the item actually weigh? .....

c) Capacity

i) Choose 2 different sized containers.

ii) Make an estimate of the capacity of each container.

iii) Choose an appropriate measuring instrument and record the actual capacity of each container. State the units used.

iv) Compare your estimate with the actual capacity.

Record your results in the table below (an example has been done for you).

Container	Estimate of Capacity	Actual Capacity	Measuring instrument used	Comparison
Example *Coffee Mug*	*0.5 litres*	*550 millilitres*	*Measuring jug*	*My estimate was too small by 50 ml*
1				
2				

Choose **one** of your 2 containers.

Estimate its capacity using a **non standard unit** of capacity.

Item .....

What unit did you use? .....

What is your estimate? .....

How many of the units does the item actually measure? .....

d) Temperature

i) Choose 2 items to measure the temperature of.

ii) Make an estimate of the temperature of each item.

iii) Choose an appropriate measuring instrument and record the actual temperature of each item. State the units used.

iv) Compare your estimate with the actual capacity.

Record your results in the table below (an example has been done for you).

Item	Estimated Temperature	Actual Temperature	Measuring instrument used	Comparison
Example *Cup of tap water*	*10º Centigrade*	*12º Centigrade*	*Mercury thermometer*	*My estimate was too low by 2°*
1				
2				

e) Distance

i) Choose 2 different places.

ii) One should be a place near to where you live or nearby town or city.

iii) One should be a town or city much further away, but in the UK.

iv) Give an approximate distance in miles or kilometres to the 2 places you have chosen.

v) Identify an appropriate form of transport to travel to each place.

1 The place near to where I live is .....

Approximate distance in miles **or** kilometres .....

How would you travel to the place you have chosen?

I would travel by.....

2 The town or city further away is .....

Approximate distance in miles **or** kilometres .....

How would you travel to the place you have chosen?

I would travel by .....

If scribed by the tutor please complete the following:
I confirm that I have scribed the candidate's responses accurately.

Tutor signature: ..... Date: .....

Candidate name: .....

4. SHAPE AND SPACE

a) Sorting 2-D Shapes

Sort at least 5 different sized 2-D shapes to meet a specific purpose.

State what the purpose is .....

.....

Briefly describe how you solved the problem .....

.....

Briefly describe the outcome .....

.....

b) Sorting 3-D Shapes

Sort at least 5 different sized 3-D objects to meet a specific purpose.

State what the purpose is .....

.....

Briefly describe how you solved the problem .....

.....

Briefly describe the outcome .....

.....

i) Tutor witness statement: I confirm that the tasks were completed successfully.

ii) If scribed by the tutor: I confirm that I have scribed the candidate's responses accurately.

Tutor signature: ..... Date: .....

Candidate name: .....

5. COLLATING AND PRESENTING DATA

a) Decide on 3 different categories of information to collect for a survey.

Write down a title for your survey and the categories of information you want to collect.

Title of Survey.....

1st Category .....

2nd Category .....

3rd Category .....

b) Complete the 1st column of the tally chart below. Use the tally chart to collect a total of at least 20 pieces of information for your survey.

c) Complete the total column for each category and then total the overall number of items.

Tally Chart

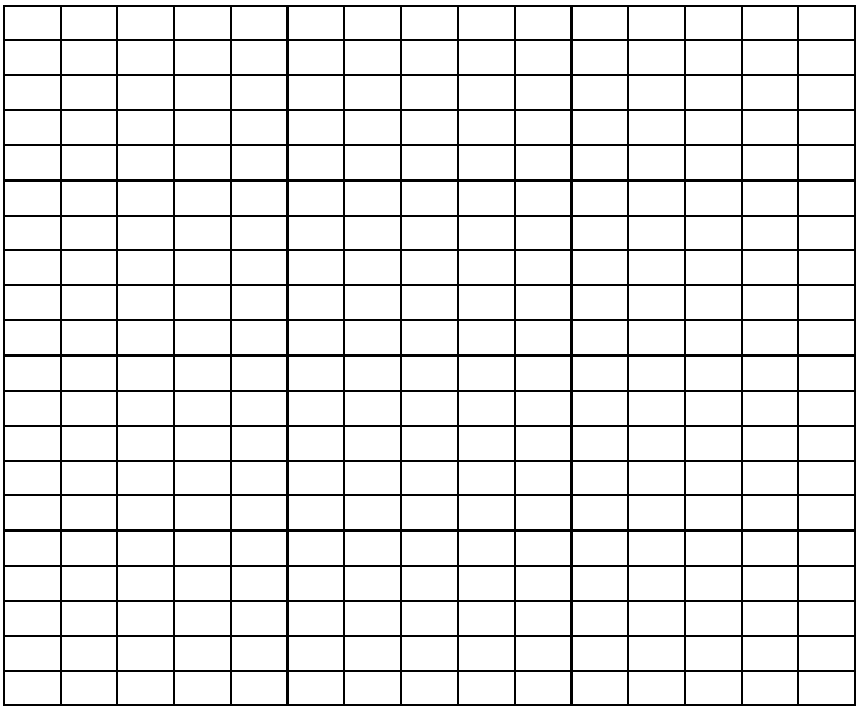
Title	Tally	Total (Frequency)
1st Category		
2nd Category		
3rd Category		
	Total Number of items	

d) Use the information from your tally chart and present it as a bar chart.

- Give the bar chart a suitable title.
- Label the axes.
- State clearly what category each column represents.

(Title) _____

(Number of) _____



(Axis label) _____

e) Use your bar chart to make 2 observations. Each observation must be a comparison of the values of the 2 of the categories.

Record your observations below.

Comparison 1 .....

.....

Comparison 2 .....

.....

If scribed by the tutor please complete the following:
I confirm that I have scribed the candidate's responses accurately.

Tutor signature: ..... Date: .....

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ADMINISTRATION ARRANGEMENTS

This section provides a brief overview of the administration arrangements operating for this qualification. For full instructions on procedures for the correct administration of qualifications in the basic skills suite, please refer to the OCR Administrative Guide to Basic Skills (A851).

How to gain centre approval

Centres that have previously offered this qualification will automatically be approved for this revised version of the qualification. If you are unsure whether your centre is approved to offer this qualification you should contact the Operations department in Coventry on 024 76 470033.

To gain centre approval centres must complete the Basic Skills Centre Approval Form (A811) and return it to OCR Operations. A copy of this form can be obtained from The OCR Administrative Guide to Basic Skills (A851), the OCR website or by calling the OCR Information Bureau on 024 76 851509.

Further guidance on completion of the Centre Approval Form is provided in the OCR Administrative Guide to Basic Skills (A851) together with the OCR Operations address.

How to enter candidates

Enter candidates by completing an NQF1 *Vocational Qualifications Entry Form (Named route)* or an NQF2 *Vocational Qualifications Entry Form (Unnamed route)*. NQF1 and NQF2 entry forms will be issued to you after you have been approved to offer these qualifications.

If you use the **named route** for candidate entry you must provide OCR with candidates' details at the time you purchase entries. OCR will then issue centres with a personalised submission sheet indicating the qualification units which the candidate is entitled to submit for accreditation.

If you use the **unnamed route** you need **not** provide OCR with candidates' details at the time that you purchase entries. You need only indicate on the entry form the number of entries you wish to purchase. Only when you submit candidate work for accreditation will you need to provide candidate details. This route offers greater flexibility and it is likely that it will be a more appropriate route for centres entering for this qualification.

You can also enter candidates electronically through OCR Interchange. If you are interested in becoming an OCR Interchange user, please contact the OCR Information Bureau for more information.

Full or unit entry

You may choose to enter candidates for either the full qualification or for an individual unit.

On both the NQF1 (Named Entry form) and the NQF2 (Unnamed Entry form), you have the opportunity to purchase either full qualifications or individual units.

For unit entries only:

- centres using the **unnamed** route need only indicate to OCR the total number of units required, without specifying the unit numbers or candidate details
- centres using the **named** route **must** provide OCR with the precise unit numbers required for each candidate.

Assessment Record Folder (ARF)

An ARF is a generic card folder which must be used by centres for the submission of work.

Candidate work is dispatched to the OCR Examiner-moderator inside an ARF only after assessment in the centre has taken place.

Full Entry and single Unit ARFs can be purchased. Centres submitting work in a Full ARF should be aware that once the Full ARF has been submitted to OCR they cannot submit any more units under that entry. A further ARF will need to be purchased if further candidate work is submitted for certification.

Tutors/assessors should ensure that the administration instructions in the ARF are followed and the personal details section on the front page has been completed accurately.

Submission of centre-assessed units

Candidates' marked work with completed Candidate Evidence Sheets should be submitted in a completed ARF to your OCR Examiner-moderator.

Named route should include:
NQF5 *Dispatch Notification Sheet (green copy)*
ARFs containing candidates' work.

Unnamed route should include:
NQF4 *Candidate Submission Sheet (pink copy with unit numbers shown)*
NQF5 *Dispatch Notification Sheet (green copy)*
ARFs containing candidates' work.

You should send completed copies of the following form(s) to OCR in Coventry

Named Route
NQF3 *Candidate Submission Sheet* (with unit numbers identified)
NQF5 *Dispatch Notification Sheet (white copy)*

Unnamed Route
NQF4 *Candidate Submission Sheet* (*white copy*)
NQF5 *Dispatch Notification Sheet (white copy)*

Candidate results

When the candidate work has been moderated you will receive:

- a control report (listing all results)
- a Centre Feedback Report (NQF6)
- a unit certificate giving the unit title and level and (where appropriate for successful candidates) a full OCR Entry Level Certificate in Adult Numeracy.

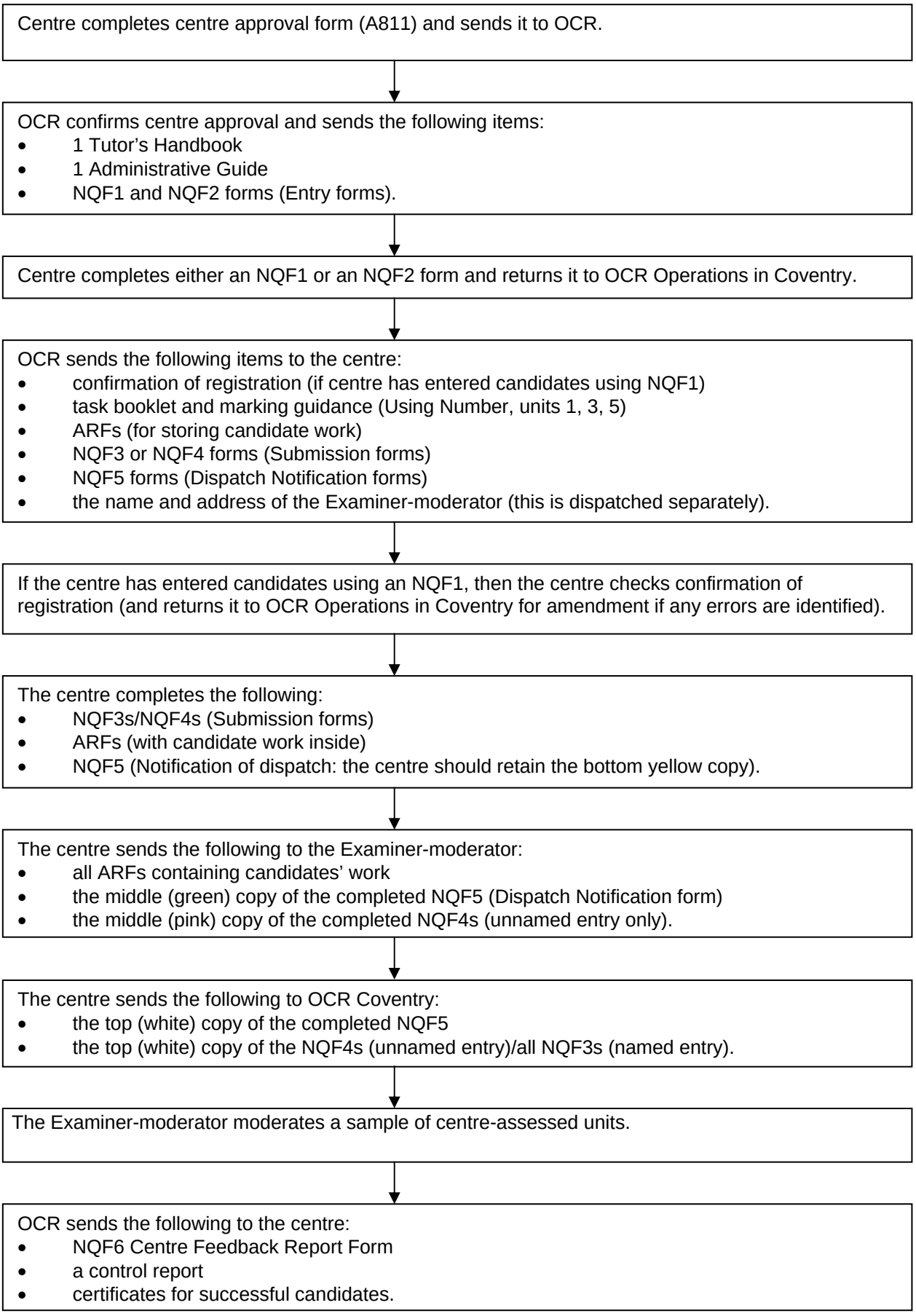
Results enquiries and appeals

Full details of the results enquiries and appeals procedures are contained in the OCR Administrative Guide to Basic Skills (A851).

Administrative documentation

Copies of example documentation may be found in the OCR Administrative Guide to Basic Skills (A851). Copies of supporting documentation for tutors may also be found in the section **Supporting documentation** in this publication.

Administration overview



FURTHER SUPPORT AND INFORMATION

General enquiries

For general enquiries relating to any of OCR's vocational qualifications, please contact the OCR Information Bureau on:

Telephone: 024 76 851509
Fax: 024 76 468080
Email: cib@ocr.org.uk

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

Entry forms and entry enquiries

All completed centre approval and candidate entry forms should be returned to:

Operations
OCR
Westwood Way
Coventry
CV4 8JQ

Results enquiries

Forms can be obtained from, and should be returned to:

Results Enquiries (VABSS)
OCR
Westwood Way
Coventry
CV4 8JQ

Telephone: 024 76 470033
Fax: 024 76 468080

OCR Training Events

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

OCR Training
Mill Wharf
Mill Street
Birmingham
B6 4BU

Telephone: 0121 628 2950
Fax: 0121 628 2940
Email: training@ocr.org.uk

OCR Publications

OCR's Publications Catalogue (A410) lists all the qualifications that OCR offers, and contains more detail on how to order publications. It is available to download from the OCR website at www.ocr.org.uk, or to order from the OCR Information Bureau by telephoning 024 76 851509.

If you would like to order any OCR publications, please contact:

OCR Publications
PO Box 5050
Annesley
Nottingham
NG15 0DL

Telephone: 0870 770 6622
Fax: 0870 770 6621
Email: publications@ocr.org.uk

www.ocr.org.uk

OCR customer contact centre

Vocational qualifications
Telephone 024 76 851509
Facsimile 024 76 421944
Email vocational.qualifications@ocr.org.uk

General qualifications
Telephone 01223 553998
Facsimile 01223 552627
Email general.qualifications@ocr.org.uk

OCR
1 Hills Road, Cambridge CB1 2EU
Telephone 01223 552552
Facsimile 01223 553377

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