ENTRY LEVEL

WJEC ENTRY LEVEL Certificate in

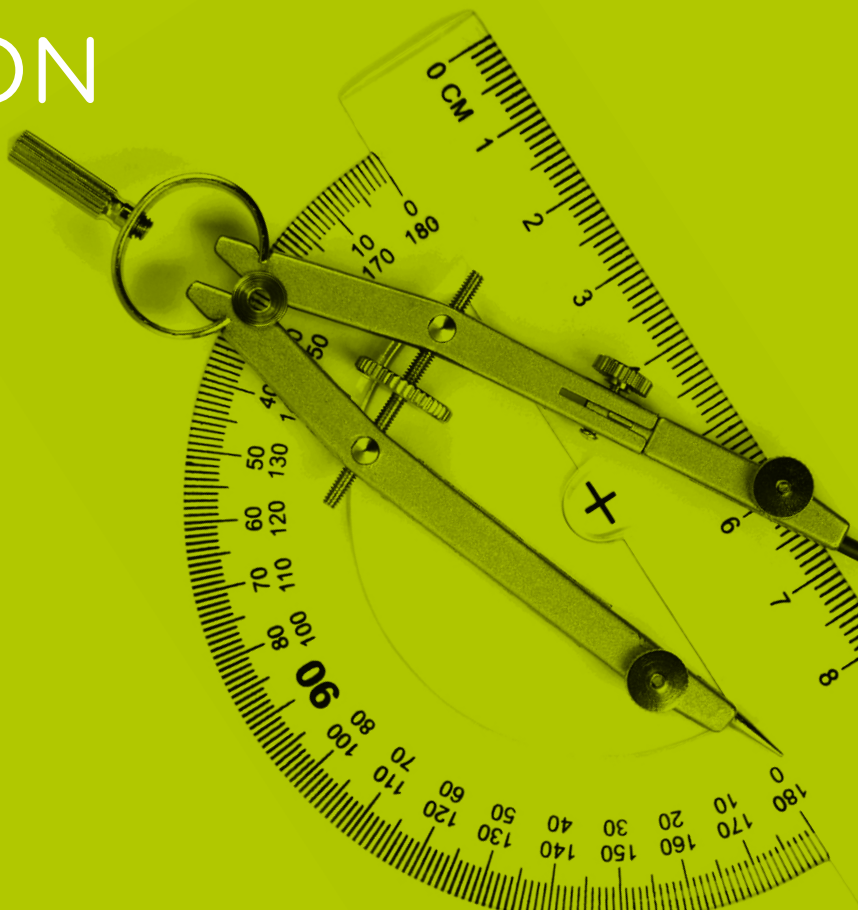
MATHEMATICS - NUMERACY

REGULATED BY OFQUAL
DESIGNATED BY QUALIFICATIONS WALES

SPECIFICATION

Teaching from 2016
For award from 2018

Version 2 June 2021



SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Insertion of Guided learning hours (GLH) and total qualification time (TQT)	4

*Please note the UMS required for the N grade was incorrectly listed and has now been corrected August 2019.

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For teaching from 2016
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SUMMARY OF ASSESSMENT

Unit 1: Entry Level Mathematics 1 Written examination: 1 hour 25% of qualification — 60 marks
A mix of short answer questions, structured questions, and data response questions with some set in an everyday context. An externally assessed unit. With calculator.
Unit 2: Entry Level Mathematics 2 **End of stage tests: 4 × 30 minutes** **60% of qualification — 120 marks**
A mix of short answer questions, structured questions, and data response questions with some set in an everyday context. An internally assessed unit. Tests 1 and 2: No calculator. Tests 3 and 4: With calculator.
Unit 3: Entry Level Mathematics 3 **Practical assessment: 4 × 1 hour** **15% of qualification — 40 marks**
Internally assessed, practical assessments.

This qualification will be available in the summer series each year. It will be awarded for the first time in summer 2018.

Ofqual Qualification Number (listed on The Register): 603/1012/1

Qualifications Wales Designation Number (listed on QiW): C00/1154/6

ENTRY LEVEL CERTIFICATE IN MATHEMATICS - NUMERACY

1 INTRODUCTION

1.1 Aims and objectives

The WJEC Entry Level Certificate in Mathematics - Numeracy is designed for learners who have not reached Level 3 of the National Curriculum at the end of Key Stage 3 and for whom GCSE and equivalent vocational qualifications are not deemed appropriate. The qualification will assess the mathematics that learners will need in their everyday lives, in the world of work, and in other curriculum areas. It provides learners with a broad, coherent, satisfying and worthwhile course of study.

This specification has been written to meet, where appropriate, the Programme of Study requirements for National Curriculum Mathematics at Key Stage 4. However, it recognises that the National Curriculum allows material to be selected from earlier key stages to enable individual learners to progress and demonstrate achievement. Where such material is used, it is presented in contexts suitable for older learners. The course will prepare learners for further studies in mathematics, e.g. GCSE Mathematics - Numeracy, or mathematics related vocational courses.

This WJEC Entry Level Certificate in Mathematics - Numeracy specification will enable learners to:

- develop knowledge, skills and understanding of mathematical and statistical methods, techniques and concepts required for everyday life, in the world of work, and in other curriculum areas
- select and apply appropriate mathematics and statistics in everyday situations and contexts from the real world
- use mathematics to represent, analyse and interpret information
- interpret mathematical results and draw any conclusions that are relevant to the context
- communicate mathematical information in a variety of forms.

This specification is intended to promote a variety of styles of teaching and learning so that the course is enjoyable for all participants. Learners will be introduced to a wide range of mathematics set in meaningful contexts enabling them to enjoy a positive learning experience.

1.2 Guided learning hours (GLH) and total qualification time (TQT)

Each unit in this qualification has been allocated a number of guided learning hours (GLH). This is the number of guided learning hours that WJEC expects the centre to provide to support learners in each unit. Guided learning means activities such as classroom-based learning, tutorials and online learning, which is directly supervised by a teacher, tutor or invigilator. It also includes all forms of assessment which take place under the immediate guidance or supervision of a teacher, supervisor or invigilator.

The total number of GLH assigned to this qualification is 120 hours.

In addition to the GLH, WJEC also specifies a total number of hours that it is expected learners will be required to undertake in order to complete the qualification. This is referred to as the total qualification time (TQT). Activities which contribute to the TQT include independent and unsupervised research, unsupervised coursework, unsupervised e-learning, e-assessment and all guided learning.

The total amount of TQT assigned to this qualification is 120 hours.

1.3 Prior learning and progression

There are no previous learning requirements for this specification. Any requirements set for entry to a course based on this specification are at the centre's discretion.

This specification builds on subject content which is typically taught at Key Stage 3 and provides a suitable foundation for the study of GCSE Mathematics Numeracy. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

1.4 Equality and fair access

This specification may be followed by any learner, irrespective of gender, ethnic, religious or cultural background. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to achieve because they have a particular protected characteristic.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The specification has been discussed with groups who represent the interests of a diverse range of learners, and the specification will be kept under review.

Reasonable adjustments are made for certain learners in order to enable them to access the assessments (e.g. candidates are allowed access to a Sign Language Interpreter, using British Sign Language). Information on reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): *Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications.*

This document is available on the JCQ website (www.jcq.org.uk). As a consequence of provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment.

1.5 Welsh perspective

In following this specification, learners in Wales should consider a Welsh perspective if the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world.

2 SUBJECT CONTENT

This section outlines the knowledge, understanding and skills to be developed by learners studying Entry Level Certificate in Mathematics - Numeracy.

Entry Level Certificate in Mathematics - Numeracy provides a framework for developing learners' knowledge, understanding and skills. These contexts are intended to enable learners to make meaningful connections between what they learn and how mathematics is used to solve 'real world' problems. Learners should therefore be prepared to apply the knowledge, understanding and skills specified in a range of contexts which includes number, measure and statistics plus some aspects of algebra, geometry and probability.

All content in the specification should be introduced in such a way that it develops learners' ability to:

- make mental calculations and calculations without the aid of a calculator
- make estimates
- understand 3-D shape
- collect data
- answer questions that span more than one topic area of the curriculum.

The subject content is made up of four stages.

Each stage includes number, measure and statistics plus some aspects of algebra, geometry and probability.

CONTENT - stage 1

Reference	Content	Amplification
1a	Reading and writing numbers expressed in figures or words.	Up to 1000.
1b	Understanding place value.	10, 100, 1000 only.
1c	Ordering numbers.	Up to 1000.
1d	Use the common properties of numbers, including odd, even, multiples, factors.	2, 5 and 10 times tables only.
1e	Addition of a list of single digit numbers.	To involve pairing to make 10. 2 + 6 + 8 + 7 + 4 = 27
1f	Addition and subtraction of two numbers with up to 2 digits.	Questions will be set such that the answer will always be less than 100.
1g	Solve whole number problems involving addition, subtraction, multiplication and division.	2, 5 and 10 times tables only. Questions will require the use of only one operation: e.g. the cost of 3 books costing £5 each. Division questions will not involve remainders.
1h	Identifying and calculating halves.	May be asked: If half price was £5, what was the full price?
1i	The use of a symbol to stand for an unknown number e.g. ◊ + 3 = 8.	Unknown will appear only once. Operation to be + and – only.
1j	Inputs to and outputs from a single number machine.	

Reference	Content	Amplification
1k	Names of common 2-D and 3-D shapes.	Square, rectangle, triangle, circle, pentagon, hexagon, cube cuboid, cylinder, cone, sphere.
1l	Everyday language to describe position.	Above, under, next to, left, right.
1m	Identify right angles.	
1n	Angles as a measurement of turn.	Clockwise / anticlockwise turn, right / left turn.
1o	Use the 4 points of the compass to show direction.	
1p	Collecting and recording results in a tally chart.	No more than 20 pieces of data.
1q	Extracting data from tables and lists.	
1r	Drawing and interpreting bar charts.	

CONTENT - stage 2

Reference	Content	Amplification
2a	Rounding whole numbers to the nearest 10, 100, 1000.	Whole numbers may be up to 100 000, e.g. 74 382.
2b	Identify and make different amounts of money, using a combination of coins.	Amount will always be less than £5. Questions may require the same amount to be made using different coins.
2c	Calculating change from £1.	One item bought for any amount less than £1.
2d	Calculating change from £10.	One item bought costing a multiple of 10p, e.g. £7.20.
2e	Rounding prices to the nearest £, to estimate the total cost.	Prices will always be over '75p' or less than '25p', e.g. £9.85, £6.10.
2f	Use the common properties of numbers, including odd, even, multiples, factors.	2, 3, 4, 5 and 10 times tables only.
2g	Addition and subtraction of two numbers with up to 3 digits.	Questions will be set such that the answer will always be less than 1000.
2h	Solve whole number problems involving addition, subtraction, multiplication and division.	2, 3, 4, 5 and 10 times tables. Questions may require the use more than one operation: e.g. the cost of 3 books costing £5 each and 4 pens costing £2 each. Division questions will not involve remainders.
2i	Identifying and calculating simple fractions.	Numerator of 1, denominator of 2, 3, 4, 5 or 10.
2j	The use of a symbol to stand for an unknown number e.g. □ + □ = 12.	Unknown may appear twice.

Reference	Content	Amplification
2k	Inputs to and outputs from double number machines.	
2l	Recognise equilateral, isosceles and scalene triangles.	Words will always be given.
2m	Describing the properties of common 2-D and 3-D shapes.	Number of sides, corners, faces, edges. Shapes used: square, rectangle, triangle, circle, pentagon, hexagon, cube, cuboid, triangular prism, square based pyramid.
2n	Identify acute, obtuse and right angles.	
2o	Turning through a given number of right angles.	
2p	Use the 8 points of the compass to show direction.	
2q	Standard metric units of length and mass; mm, cm, m, km; g, kg.	Questions may require learners to state an appropriate unit or choose the most appropriate unit from a list.
2r	Reading of an analogue clock.	Only o'clock, half past, quarter past, quarter to. Will accept: 4 o'clock or 4:00, half past two or 2:30, etc.
2s	Interpreting simple line graphs in everyday situations.	
2t	Understand and use the terms; 'will happen', 'could happen', 'will not happen' to describe the likelihood of events.	

CONTENT - stage 3

Reference	Content	Amplification
3a	Understand and use directed numbers in practical situations, including ordering directed numbers.	
3b	Use the common properties of numbers, including odd, even, multiples, factors.	All times tables up to 10.
3c	Understand decimal place value.	Tenths and hundredths only. To include: knowing that 0·3 = 0·30, writing how a number is read; 2·71 is two point seven one **not** two point seventy one, finding what decimal is shaded.
3d	Solve whole number problems involving addition, subtraction, multiplication and division.	All times tables up to 10, and beyond – learners have the use of a calculator. Division questions will not involve remainders.
3e	Solving money problems; including multiplying pounds and/or pence by a whole number; dividing pounds and/or pence by a whole number.	Answer will **not** be a multiple of 10p. e.g. £4.35 x 7 = £30.45
3f	Identifying and calculating simple fractions.	Numerator of more than 1, denominator from 2 to 10.
3g	The use of a letter to stand for an unknown number e.g. x + 4 = 10.	Operation will only be + or −. The word equation will be used.
3h	Continuation of a simple number sequence and describing the rule to find the next term.	
3i	Plotting points and finding co-ordinates in the first quadrant.	

Reference	Content	Amplification
3j	Recognise nets of common 3-D shapes.	Shapes used: cube, cuboid, square based pyramid, triangular prism, hexagonal prism.
3k	Identify parallel and perpendicular lines.	Notation AB will be used.
3l	Standard metric units of capacity and time; cm^3, ml, litre; seconds, minutes, hours, days.	Questions may require learners to state an appropriate unit or choose the most appropriate from a list.
3m	Reading scales including tape measures and weighing scales.	Scales may be non-unit divisions.
3n	Reading of an analogue clock.	Times will be a multiple of 5 minutes: e.g. 2:35, 9:10.
3o	Find the perimeters of shapes drawn on squared paper.	
3p	Find by counting squares the areas of simple rectangular and composite rectangular shapes.	Whole squares will be used.
3q	Drawing and interpreting pictograms and vertical line graphs.	In the pictogram, one symbol will represent more than one unit.
3r	Understand and use the terms; ‘likely’, ‘unlikely’, 'even chance', ‘impossible’, ‘certain’ to describe the likelihood of events.	

CONTENT - stage 4

Reference	Content	Amplification
4a	Use of the words; sum, difference and product.	
4b	Solve whole number problems involving addition, subtraction and multiplication and division.	All times tables up to 10, and beyond – learners have the use of a calculator.
4c	Understanding of remainders in the context of the calculation, knowing whether to round up or down.	DVDs cost £9 each. I have £33. How many DVDs can I buy?
4d	Solving money problems; including multiplying pounds and/or pence by a whole number; dividing pounds and/or pence by a whole number.	Answer may be a multiple of 10p, e.g. £3.40.
4e	Ordering decimals with up to 2 decimal places.	
4f	Use and identify the equivalence between fractions, decimals and percentages.	Percentages will be limited to 50%, 25%, 75%, 10%.
4g	Calculating percentages of quantities.	Percentages will be limited to 50%, 25%, 75%, 10%.
4h	Continuation of a simple number pattern given as pictures and describing the rule to find the next term.	
4i	The use of a letter to stand for an unknown number e.g. 2y = 10.	Operation will be multiplication only. The word equation will be used.
4j	Substitution of a positive number into a simple one step formula.	The formula will be expressed in words.

Reference	Content	Amplification
4k	Plotting points and finding co-ordinates in all four quadrants.	
4l	Measuring and drawing lines to the nearest mm.	Notation AB will be used. Either 5·8 cm or 58 mm will be used (and accepted.)
4m	Conversion between 12 and 24 hour times.	Use of a.m. and p.m. Notation used will be: 1:30 p.m. and 13:30.
4n	Interpreting simple timetables.	Train, bus timetables and T.V. guides.
4o	Find the perimeter of a rectangle.	Rectangle will **not** be drawn to scale.
4p	Find the area of an irregular shape drawn on a square grid.	Shape to be from whole squares and at most 8 half squares. Squares will be split diagonally.
4q	Draw 2-D representations of 3-D shapes.	Identify top view, side view and front view. 3-D shapes will made from cubes.
4r	Completing a two way table.	Only a 2 x 2 table will be used.
4s	Calculate the median, mode and range for discrete data.	There will always be an odd number of terms.

2.1 Unit 1

Written Examination: 1 hour
25% of qualification
60 marks

With calculator.

This unit draws on the knowledge and skills acquired whilst studying the four stages.

2.2 Unit 2

End of stage tests: 4 x 30 mins
60% of qualification
120 marks

Candidates must take an end of stage test set by WJEC on completion of each stage.

End of stage tests will assess predominantly knowledge and understanding of the stage although skills and processes set in the context of the stage may also be tested.

Each test must be taken under a high level of control i.e. learners must work individually under teacher supervision.
End of stage tests may be read out to candidates.
End of stage tests will change on an annual basis. They will be marked by the centre and moderated by WJEC.
The time allowed for each test is 30 minutes.
All candidates' end of stage tests must be retained until the end of the course.
A sample of candidates' work containing all tests will be required for moderation.

The tests for stages 1 and 2 are non calculator.
A calculator is permitted for stages 3 and 4.

2.3 Unit 3

Practical Assessment: 4 x 1 hour
15% of qualification
40 marks

This assessment gives candidates the opportunity to demonstrate their ability to work practically.

The WJEC will provide four tasks, one for each stage of Entry Level Certificate in Mathematics - Numeracy.
Candidates are required to complete **all four** tasks.

The tasks will be internally assessed by centres and moderated by WJEC.
A sample of completed assessments will be required for moderation.

3 ASSESSMENT

3.1 Assessment objectives and weightings

Below are the assessment objectives for this specification. Learners must:

AO1
Recall and use their knowledge of the prescribed content.

AO2
Select and apply mathematical methods in a range of contexts.

AO3
Interpret and analyse problems and generate strategies to solve them.

The table below shows the weighting of each assessment objective for the qualification.

AO1	AO2	AO3
60%	30%	10%

4 TECHNICAL INFORMATION

4.1 Making entries

This is a linear qualification.

Assessment opportunities will be available in the summer assessment period each year, until the end of the life of the specification.

All units will be available in 2018 (and each year thereafter). The qualification will be awarded for the first time in summer 2018.

A candidate may retake the whole qualification more than once.

The entry codes appear below.

Qualification title	Entry codes	
	English-medium	Welsh-medium
WJEC Entry Level Certificate in Mathematics - Numeracy	6300QC	6300CC

The current edition of our *Entry Procedures and Coding Information* gives up-to-date entry procedures.

4.2 Moderation Procedures

Internal moderation of Unit 2 and Unit 3.

Centres must ensure that internal moderation is carried out where more than one teacher is responsible for the marking of Unit 2 and Unit 3 assessments. This is necessary to ensure uniformity of standards within a centre.

External moderation of Unit 2 and Unit 3.

External moderation is the process whereby the marks awarded by the centre are checked for accuracy and consistency against the assessment criteria. This involves a moderator appointed by WJEC checking a sample of the work from a centre. An internal assessment manual is available from WJEC each year which contains information about selecting a sample for external moderation and submission dates.

Centres should also send to their appointed moderator the following documents:

- any relevant administration forms
- copies of any detailed interpretation of the mark schemes used, especially if work is contextualised
- any further information which may help the moderator when interpreting the work or marking
- signed authentication that the work is the candidate's own.
- details of internal moderation (if applicable).

4.3 Grading, awarding and reporting

Awarding will be conducted according to the Entry Level Code of Practice.

The awards will be graded Entry 3, Entry 2 and Entry 1 corresponding to achievements broadly comparable with levels 3, 2 and 1 of the National Curriculum.

To obtain Entry 1, the candidate should have followed the programme of study and achieved approximately 35% of the available marks.

To obtain Entry 2, the candidate should have followed the programme of study and achieved approximately 65% of the available marks.

To obtain Entry 3, the candidate should have followed the programme of study and achieved approximately 80% of the available marks.

The percentages above are intended for guidance only and are not rigidly fixed as the degree of difficulty of tasks may vary. This variation will be taken into account at the awarding stage.

4.4 Use of calculators

In the examination the following rules will apply.

Calculators must be:

- of a size suitable for use on the desk;
- either battery or solar powered; and
- free of lids, cases and covers which have printed instructions or formulas.

Calculators must not:

- be designed or adapted to offer any of these facilities:
    - language translators,
    - symbolic algebra manipulation,
    - symbolic differentiation or integration,
    - communication with other machines or the internet.
- be borrowed from another learner during an examination for any reason.
- have retrievable information stored in them including, (but not limited to):
    - databanks,
    - dictionaries,
    - mathematical formulae,
    - text.