

Functional Skills Qualifications

Specifications

Maths

Entry Level 1 (4931), Entry Level 2 (4932) and Entry Level 3 (4933)
For exams November 2011 onwards
For certification November 2011 onwards





Functional Skills

Specifications

Mathematics

Entry 1 (4931)

Entry 2 (4932)

Entry 3 (4933)

Our specification is published on our website (<http://www.aqa.org.uk>). We will let centres know in writing about any changes to the specification. We will also publish changes on our website. The definitive version of our specification will always be the one on our website; this may differ from printed versions.

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Trafford Park
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1 Introduction



1a Why choose AQA?

We're proud to be one of the UK's largest awarding bodies with 3.5 million students sitting their exams with us in any given year.

As an independent registered charity, we invest all our income in the running of our examinations and in research and development to improve our qualifications and services. We focus on promoting education for the benefit of the public, drawing on years of experience of setting and marking public exams.

We are committed to delivering a straightforward and simple teaching experience, in a manageable timescale.

Why choose AQA's Functional Skills Qualifications?

Over the past three years, we have worked with over 21 000 students and their teachers, in more than 500 schools, to refine and develop our Functional Skills qualifications which:

- can help students to achieve their full potential
- are relevant for today's challenges
- are manageable for schools and colleges
- are accessible to all ability levels
- are affordable and value for money.

We work closely with teachers to make sure the introduction of a new qualification is straightforward, providing free resources to help them get ready to teach and ongoing support throughout the life of the qualifications. Other benefits of choosing our Functional Skills qualifications include:

- access to subject departments
- training for teachers, including practical teaching strategies and methods, presented by senior examiners
- individual support for Controlled Assessment
- 24-hour support through our website and Ask AQA – an on-line searchable bank of frequently asked questions
- past assessment materials
- a wide range of printed and electronic resources.

We are an educational charity focused on the needs of the learner. All our income is spent on improving the quality of our specifications, examinations and support services. We don't aim to profit from education, we want you to.

If you are already a customer we thank you for your support. If you are thinking of joining us we look forward to welcoming you.

1b Why choose AQA's Functional Mathematics?

These specifications

- provide learners with the mathematics which are most useful in everyday contexts and the world of work
- promote mathematical thinking and transferable skills over rote learning
- assess learners via individual tasks which have been broken into shorter parts – so they are accessible but can still allow independent mathematical thought and the process skills to be demonstrated at the appropriate level
- encourage a teaching approach that is enriching and engaging for all learners – the contextualisation of the material demonstrating the benefits of the mathematics being taught to learners – particularly those who are ‘turned off’ by mathematics they perceive to be irrelevant
- promote mathematical thinking and activity through tasks.

These specifications allow learners to apply their knowledge, to reason mathematically and to communicate clearly.

A course of study based on these specifications will

- allow learners to appreciate the importance of mathematics in their everyday lives
- provide opportunities to use mathematics within realistic contexts
- provide opportunities for progression through to the next level of functional mathematics or to the Foundation level of GCSE mathematics.

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

1c How do I start using these specifications?

- You need to register at **www.aqa.org.uk/askaqa.php** to ensure that you receive regular updates and have access to mark schemes, assessment materials, tasks, a whole range of teacher support materials and receive details of teacher support meetings.
- Once you have decided to enter candidates you need to tell us so we can make sure that you get all the material you need for the assessments. This is very important where assessment material is sent to you before the final entry deadline. You can let us know by

filling in the appropriate ‘Intention to Enter’ and ‘Estimated Entry’ forms. If your centre is registered on e-AQA you will receive an e-mail prompting you to submit entry information online. If you are not e-AQA registered we will send copies to your examinations officer. Both forms can be downloaded from our website (**www.aqa.org.uk/admin/p_entries.php**)

- If your centre has not used AQA for any examinations in the past, please contact our centre approval team at **centreapproval@aqa.org.uk**

1d How can I find out more?

You can choose to find out more about these specifications or the services that AQA offer in a number of ways.

Ask AQA

You have 24-hour access to useful information and answers to the most commonly asked questions at www.aqa.org.uk/askaqa.php

If the answer to your question is not available, you can submit a query through **Ask AQA** for our team. We will respond within 2 working days.

Speak to your subject team

You can talk directly to the Mathematics subject team about this specification either by e-mailing mathspathways@aqa.org.uk or by calling 0161 957 3852.

Teacher Support Meetings

Details of the full range of our Teacher Support meetings are available on our website at www.aqa.org.uk/support/teachers.php

There is also a link to our fast and convenient on-line booking system for Teacher Support meetings at events.aqa.org.uk/ebooking

If you need to contact the Teacher Support team, you can call us on 0161 957 3925 or e-mail us at teachersupport@aqa.org.uk

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You can find out more including the latest news, support and downloadable resources on our website at www.aqa.org.uk



2 Specifications at a Glance

Entry 1: Functional Mathematics (Code 4931)

Assessment Scheme	The Scheme of Assessment for Entry 1 comprises a one-to-one practical task of short activities set in 2 contexts.
Entry 1	<p>Practical Task – 25 marks (Calculator allowed) 1 hour duration</p> <hr/> <p>Assesses the skills standards for Functional Mathematics at Entry 1. An assessment record and guidance notes will be provided.</p>
Assessment Structure: Entry 1	<p>The assessment consists of one controlled assessment task which is externally specified by AQA but internally assessed. The task assesses the skills standards with short activities placed in familiar contexts which may be drawn from everyday life, the workplace or educational settings.</p> <p>Each activity within the task will be worth between 1 and 2 marks. The marks will be recorded on an assessment record provided by AQA.</p> <p>Tasks can be contextualised if appropriate.</p>

Entry 2: Functional Mathematics (Code 4932)

Assessment Scheme	The Scheme of Assessment for Entry 2 comprises a one-to-one practical task of short activities set in 2 contexts.
Entry 2	<p>Practical Task – 30 marks (Calculator allowed) 1 hour duration</p> <hr/> <p>Assesses the skills standards for Functional Mathematics at Entry 2. An assessment record and guidance notes will be provided.</p>
Assessment Structure: Entry 2	<p>The assessment consists of one controlled assessment task which is externally specified by AQA but internally assessed. The task assesses the skills standards with short activities placed in familiar contexts which may be drawn from everyday life, the workplace or educational settings.</p> <p>Each activity within the task will be worth between 1 and 3 marks. The marks will be recorded on an assessment record provided by AQA.</p> <p>Tasks can be contextualised if appropriate.</p>

Entry 3: Functional Mathematics (Code 4933)

Assessment Scheme	The Scheme of Assessment for Entry 3 comprises one task in a familiar context requiring written responses.
Entry 3	<p>Written Task – 40 marks (Calculator allowed) 1 hour duration</p> <p>Assesses the skills standards for Functional Mathematics at Entry 3. A mark scheme and guidance notes will be provided.</p>
Assessment Structure: Entry 3	<p>The assessment consists of one controlled assessment task which is externally specified by AQA but internally assessed. The task assesses the skills standards with written responses in familiar contexts which may be drawn from everyday life, the workplace or educational settings.</p> <p>The task comprises written responses worth between 1 and 5 marks. A mark scheme will be provided. Tasks can be contextualised if appropriate.</p>

2a Summary of Assessment

The assessment:

- provides realistic contexts, scenarios and problems
- specifies tasks that are relevant to the context
- requires the application of knowledge, skills and understanding for a purpose
- requires problem solving
- assesses process skills and the outcome of their application in different contexts
- covers the three skill areas of the Skills Standards at each assessment and covers all the indicative Coverage and Range statements.

3 Subject Content

3a Rationale

All the skills standards for Entry 1, Entry 2 and Entry 3 are assessed in each task. These skills standards are assessed through the application of the Coverage and Range. The Coverage and Range is indicative of the type of mathematical content candidates are expected to apply in functional contexts; however relevant content can also be drawn from the National Curriculum levels 1 to 3 and Adult Numeracy standards at Entry 1 to 3. These skills standards are derived from the process skills with reference to the differentiating factors which are detailed in section 4 of this specification.

The skills standards for Entry Level require:

- contexts which are very familiar and accessible to the candidate
- identification of the situation or problem
- application of mathematics which is simple, clear and routine
- techniques and procedures that are specific to the situation.



3b Skills Standards and Coverage and Range

Skills Standards	Coverage and Range (indicative)	Assessment weighting
Entry 1		
Representing <ul style="list-style-type: none"> understand simple mathematical information in familiar contexts and situations 	<ul style="list-style-type: none"> understand and use numbers with one significant figure in practical contexts 	30–40%
Analysing <ul style="list-style-type: none"> use mathematics to obtain answers to simple given practical problems that are clear and routine generate results that make sense for a specified task 	<ul style="list-style-type: none"> describe the properties of size and measure, including length, width, height and weight and make simple comparisons describe position recognise and select coins and notes 	30–40%
Interpreting <ul style="list-style-type: none"> provide solutions to simple given practical problems in familiar contexts and situations 	<ul style="list-style-type: none"> recognise and name common 2D and 3D shapes sort and classify objects practically using a single criterion 	30–40%

Skills Standards	Coverage and Range (indicative)	Assessment weighting
Entry 2		
Representing <ul style="list-style-type: none"> ■ understand simple practical problems in familiar contexts and situations ■ select basic mathematics to obtain answers 	<ul style="list-style-type: none"> ■ understand and use whole numbers with up to two significant figures ■ understand and use addition/subtraction in practical situations 	30–40%
Analysing <ul style="list-style-type: none"> ■ use basic mathematics to obtain answers to simple given practical problems that are clear and routine ■ generate results to a given level of accuracy ■ use given checking procedures 	<ul style="list-style-type: none"> ■ use doubling and halving in practical situations ■ recognise and use familiar measures including time and money ■ recognise sequences of numbers including odd and even numbers 	30–40%
Interpreting <ul style="list-style-type: none"> ■ describe solutions to simple given practical problems in familiar contexts and situations 	<ul style="list-style-type: none"> ■ use simple scales and measure to the nearest labelled division ■ know properties of simple 2D and 3D shapes ■ extract information from simple lists 	30–40%

Skills Standards	Coverage and Range (indicative)	Assessment weighting
Entry 3		
Representing <ul style="list-style-type: none"> ■ understand practical problems in familiar contexts and situations ■ begin to develop own strategies for solving simple problems ■ select mathematics to obtain answers to simple given practical problems that are clear and routine 	<ul style="list-style-type: none"> ■ add and subtract using three-digit numbers ■ solve practical problems involving multiplication and division by 2,3,4,5 and 10 ■ round to the nearest 10 or 100 ■ understand and use simple fractions ■ understand, estimate, measure and compare length, capacity, weight and temperature 	30–40%
Analysing <ul style="list-style-type: none"> ■ apply mathematics to obtain answers to simple given practical problems that are clear and routine ■ use simple checking procedures 	<ul style="list-style-type: none"> ■ understand decimals to two decimal places in practical contexts ■ recognise and describe number patterns ■ complete simple calculations involving money and measures 	30–40%
Interpreting <ul style="list-style-type: none"> ■ interpret and communicate solutions to practical problems in familiar contexts and situations 	<ul style="list-style-type: none"> ■ recognise and name simple 2D and 3D shapes and their properties ■ use metric units in everyday situations ■ extract, use and compare information from lists, tables, simple charts and simple graphs 	30–40%

3c Sampling Strategy

A tracking document is used in conjunction with the assessment grid over successive series to ensure full coverage of the statements over time. Within each assessment, the topic weightings will not be equal but will approximately reflect the balance of Coverage

and Range statements. Each assessment will cover all the skills standards and sample approximately two thirds of the content in Coverage and Range. The whole content of Coverage and Range will be covered within three years of assessment.

3d Controlled Assessment

Controlled assessment is a form of internal assessment, in which control levels are set for each stage of the assessment process: task setting, task taking and task marking.

Each assessment takes the form of one externally set task which must be marked by an assessor at the centre and sent to an AQA verifier or moderator.

Task Setting

Each year AQA will provide a choice of assessment tasks per Entry Level. These tasks will be reviewed/replaced annually. Centres are only required to submit one task per candidate. Centres have the option of contextualising the tasks so that candidates are not disadvantaged and to make the best use of the resources available at the centre. Centres must ensure that contextualisation does not alter the level of assessment, change the skills standards or change the weighting of the three skill areas. A modification record is provided to record details of contextualisation and these must be forwarded to AQA for verification.

Task Taking

Candidates will undertake a practical task at Entry 1 and Entry 2. The task will take place on a one-to-one basis and preparation/guidance notes will be provided. The teacher will assess the candidate and record details of achievement on an assessment record provided by AQA.

At Entry 3, candidates will undertake a task requiring written responses. The task will take place under controlled conditions and will be assessed by the teacher using a mark scheme provided by AQA.

Although it is expected that tasks will be completed within an hour, this time is given as a guide only and centres may extend this if required. Tasks may be completed in more than one session but candidates must not make more than one attempt at the same task.

Each task will clearly state the preparation and resources that are needed.

It is recognised at Entry Level that many students have learning difficulties which involve a range of communication skills. It is important that the certificate is accessible and achievable by such students, therefore, a candidate may communicate responses by eye contact, pointing, signing, or by using a method particular to him/her, provided the teacher makes a written record of such responses for assessment and moderation purposes.

Task Marking

Teachers will mark the assessment tasks using mark schemes/marketing criteria provided by AQA. Teachers should use their judgement to select and apply the criteria appropriately and fairly to the work of the candidates.

For Entry 1 and Entry 2, centres will be required to submit assessment records to AQA for verification. For Entry 3 centres will be required to submit a sample of their candidates' work for moderation. Once a centre has been standardised, AQA has an aspiration to move to centre accreditation.

4 Scheme of Assessment

4a Aims

Functional Skills courses based on these specifications should help people to gain the most out of life, learning and work.

The skills are learning tools that enable people:

- to apply their knowledge and understanding to everyday life
- to engage competently and confidently with others
- to solve problems in both familiar and unfamiliar situations
- to develop personally and professionally as positive citizens who can actively contribute to society.

4b Process Skills

The assessment will assess the following Skills Standards in the context of the Coverage and Range set out in section 3 (subject content).

Representing – selecting the mathematics and information to model a situation	Analysing – processing and using mathematics	Interpreting – interpreting and communicating the results of the analysis
<ul style="list-style-type: none"> ■ Candidates recognise that a situation has aspects that can be represented using mathematics ■ Candidates make an initial model of a situation using suitable forms of representation ■ Candidates decide on the methods, operations and tools, including ICT, to use in a situation ■ Candidates select the mathematical information to use 	<ul style="list-style-type: none"> ■ Candidates use appropriate mathematical procedures ■ Candidates examine patterns and relationships ■ Candidates change values and assumptions or adjust relationships to see the effects on answers in models ■ Candidates find results and solutions 	<ul style="list-style-type: none"> ■ Candidates interpret results and solutions ■ Candidates draw conclusions in light of situations ■ Candidates consider the appropriateness and accuracy of results and conclusions ■ Candidates choose appropriate language and forms of presentation to communicate results and solutions

Weighting of Skills Standards

The table below shows the approximate weighting of each of the Skills Standards.

Skills Standards	Weighting of Skills Standards (%)
Representing	30–40%
Analysing	30–40%
Interpreting	30–40%
Overall weighting of skills standards (%)	100%

4bi Differentiating factors

The Functional Skills standards at all levels cover the process skills of representing, analysing and interpreting.

The skills subsections (bullet points) at each level reflect both the process skills and the level differentiation factors below.

Complexity

Real-world situations, as they arise, are often quite complex. Identifying the separate areas of knowledge needed to tackle a situation, the steps needed to solve the problem and the accessibility of the problem itself (routine or non-routine) determines the level of complexity.

Familiarity

This reflects the extent to which a problem or situation requires an individual to transfer skills and understanding developed in other contexts to relate and apply these to make sense of a new situation. In 'transferring' skills and understanding, the individual may need to adapt or extend these in order to tackle the problem effectively.

Technical demand

This reflects the range of knowledge, skills and techniques that an individual is required to draw on in order to tackle a problem. These are defined in various ways, for example, in the national curriculum levels. This may vary from a simple calculation to a thorough analysis of the practical situation.

Independence

This relates to the level of autonomy that candidates apply to tackling a problem at each stage. It is closely related to a candidate's ability to select and apply problem-solving skills so that at higher levels he or she can demonstrate the ability to select and apply mathematical skills independently.

4

4c National criteria

These specifications comply with:

- the Functional Skills criteria for mathematics
- the Controlled Assessment regulation for Functional Skills
- the Functional Skills qualifications criteria
- the Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria
- the requirements for qualifications to provide access to Levels 1 and 2 of the National Qualification Framework.

4d Prior learning requirements

There are no prior learning requirements.

However, any requirements set for entry to a course based on these specifications are at your centre's discretion.

4e Equality, access and inclusion

Functional Skills are those intrinsic to English, Mathematics and Information and Communication Technology (ICT) that enable learners to gain the most from life, learning and work.

The Functional Skills pilot awarding organisations worked with the regulators to finalise the Functional Skills criteria for all three subjects. The criteria were reviewed to see whether any of the skills or knowledge needed by the subjects presented a possible difficulty to any candidates, whatever their ethnic background, religion/belief, gender, age, disability or sexual orientation. If there were difficulties, the criteria were reviewed again to make sure that such tests of specific competences were only included if they were important to the subject. The findings were discussed with groups who represented the interests of a diverse range of candidates during an extensive consultation exercise.

When designing Functional Skills specifications and assessments we have ensured that all materials:

- provide fair and equal access to all candidates regardless of their ethnic background, religion/belief, gender, age, disability or sexual orientation
- provide a reliable measure of a candidate's abilities in line with the requirements of the criteria to ensure that the qualification is not devalued in any way
- maximise inclusion but minimise the need to make access arrangements/reasonable adjustments or exemptions.



5 Administration

5a Availability of assessment units and certification

Certification for Entry 1, 2 and 3 is available for the first time in November 2011 and then every November, January, March and June thereafter throughout the life of the specification. Tasks will be made available from October 2011.

	Availability of certification
November 2011	✓
January 2012	✓
March 2012	✓
June 2012 and after	✓

5b Entries

Please check the current version of **Entry Procedures and Codes** for up-to-date entry procedures.

You should use the following entry codes:

Entry 1 – 4931

Entry 2 – 4932

Entry 3 – 4933

5c Private candidates

These specifications are **not** available to private candidates.

5d Access arrangements, reasonable adjustments and special consideration

Access arrangements/reasonable adjustments are allowed for candidates with special needs and disabilities to help them access the assessments as long as the demands of the assessment are not changed. Such arrangements must not give an unfair advantage or disadvantage compared with candidates not using the arrangements. Because of this, most candidates will be able to access any part of the Functional Skills assessments.

We have worked closely with the regulators to determine which access arrangements/reasonable adjustments and exemptions can be allowed in each Functional Skills qualification to ensure maximum inclusion whilst maintaining the integrity of the qualifications. These decisions can be found in the regulator's Functional Skills qualifications criteria within the Inclusion statements (Appendix B) for each subject.

We have taken note of the equality and discrimination legislation and the interests of minority groups in developing and administering these specifications.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*. This document gives guidance to centres on how these arrangements should be administered. It is available to centres via the JCQ website (www.jcq.org.uk) or by following the link from our website (www.aqa.org.uk).

Access arrangements

We can arrange for candidates with special needs and disabilities to access an assessment. Access arrangements for this qualification include a reader, scribe, practical assistant, word processor, transcript, BSL interpreter, oral language modifier, modified question papers (including Braille), extra time and models (visual/tactile aids, speaking scales) as appropriate.

Reasonable adjustments

An access arrangement which meets the needs of a particular disabled candidate would be a reasonable adjustment for that candidate. For example, a Braille paper would be a reasonable adjustment for a Braille reader but not for a candidate who did not read Braille. Equality legislation requires us to make reasonable adjustments to remove or lessen any disadvantage affecting a disabled candidate.

Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or serious problem such as death of a relative.

5

5e Examination language

We will **only** provide units for these specifications in English.

5f Qualification titles

Qualifications based on this specification are:

- AQA Functional Skills qualification in Mathematics at Entry 1
- AQA Functional Skills qualification in Mathematics at Entry 2
- AQA Functional Skills qualification in Mathematics at Entry 3.

5g Certification and reporting results

Where a candidate's performance is sufficient to meet the level requirements, a Functional Skills qualification pass certificate is awarded. No grades are issued

with respect to these qualifications. Centres will be informed of the existing level boundary with the disclaimer that we reserve the right to change it.

6 Controlled Assessment Administration

The Head of Centre is responsible for making sure that controlled assessment work is conducted in line with our instructions and JCQ instructions.

6a Authenticating that controlled assessment work is genuine

To meet the requirements of the specification, we need the following

- **Candidates** must sign the Candidate Record Form at Entry 1 and Entry 2, or the front cover of the Controlled Assessment task at Entry 3, to confirm their individual performance in the work marked by the assessor.
- **Teachers and assessors** must confirm on the Centre Declaration Sheet that the work marked is only that done by that candidate and was conducted in line with the conditions in the specification document (authentication declaration).
- **Centres** must give a mark of zero if candidates cannot confirm that the work handed in for assessment is their own.

You should complete the correct form for each candidate. The assessor must sign the declaration that the work is genuine.

If you have doubts about signing the authentication declaration, you should follow these guidance points:

- if you believe that a candidate had additional assistance and this is acceptable within the guidelines for the relevant specification, you should award a mark which covers only the candidate's achievement without any help. (You should sign the authentication declaration and give information on the relevant form.)
- if you cannot sign the authentication declaration, the candidate's work cannot be accepted for assessment.

If there is no evidence that the work has been authenticated, we will award a mark of zero.

6b Malpractice

You should let candidates know about our malpractice regulations.

Candidates must **not**:

- submit work that is withdrawn
- lend work to other candidates
- hand in work typed or word processed by someone else without acknowledgement.

These actions are considered malpractice, for which a penalty (for example being disqualified from the qualification) will be applied.

If malpractice is suspected, your Examinations Officer should be consulted about the procedure to be followed.

Where you suspect malpractice in controlled assessments after the candidate has signed the declaration of authentication, your Head of Centre must submit full details of the case to us at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (<http://www.jcq.org.uk>).

Malpractice in controlled assessments discovered prior to the candidate signing the declaration of authentication need not be reported to us, but should be dealt with in accordance with your centre's internal procedures. We would expect you to treat such cases very seriously.

6c Teacher standardisation

We will hold standardising meetings for teachers each year, usually in the autumn term, for controlled assessment. At these meetings we will provide support in explaining tasks in context and using the marking criteria. These materials will also be available online.

All centres must send a representative to one of the meetings in the first year of entry. If you have told us you are a new centre, either by sending us an intention to enter or an estimate of entry, or by contacting the subject team, we will contact you to invite you to a meeting. It is likely that during the lifetime of this specification online teacher standardising meetings will be made available.

6d Internal standardisation

Centres must have consistent standards for all candidates. One person must be responsible for ensuring that work has been assessed to the same standard, and they need to sign the Centre Declaration Sheet to confirm that internal standardisation has taken place.

Internal standardisation may involve:

- all teachers assessing some sample assessments and identifying differences in standards
- discussing any differences in assessment at a training meeting for all teachers involved in the assessment
- referring to reference and archive material, such as previous work or exemplars from our teacher standardising meetings.

6e Annotation of controlled assessment work/assessment record

It is a requirement of the specification(s) that teachers assessing controlled assessments clearly show how the marks have been awarded in line with the marking guidance provided by AQA. This helps our verifiers

and moderators to see as precisely as possible where the teacher has identified that candidates have met the criteria in the specification. Assessment records for recording marks will be provided.

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6f Submitting confirmation of achievement

Confirmation that each candidate has achieved Entry 1, Entry 2 or Entry 3 must be sent to us on the mark forms provided, or by *Electronic Data Interchange (EDI)* by the date given (see www.aqa.org.uk/deadlines.php).

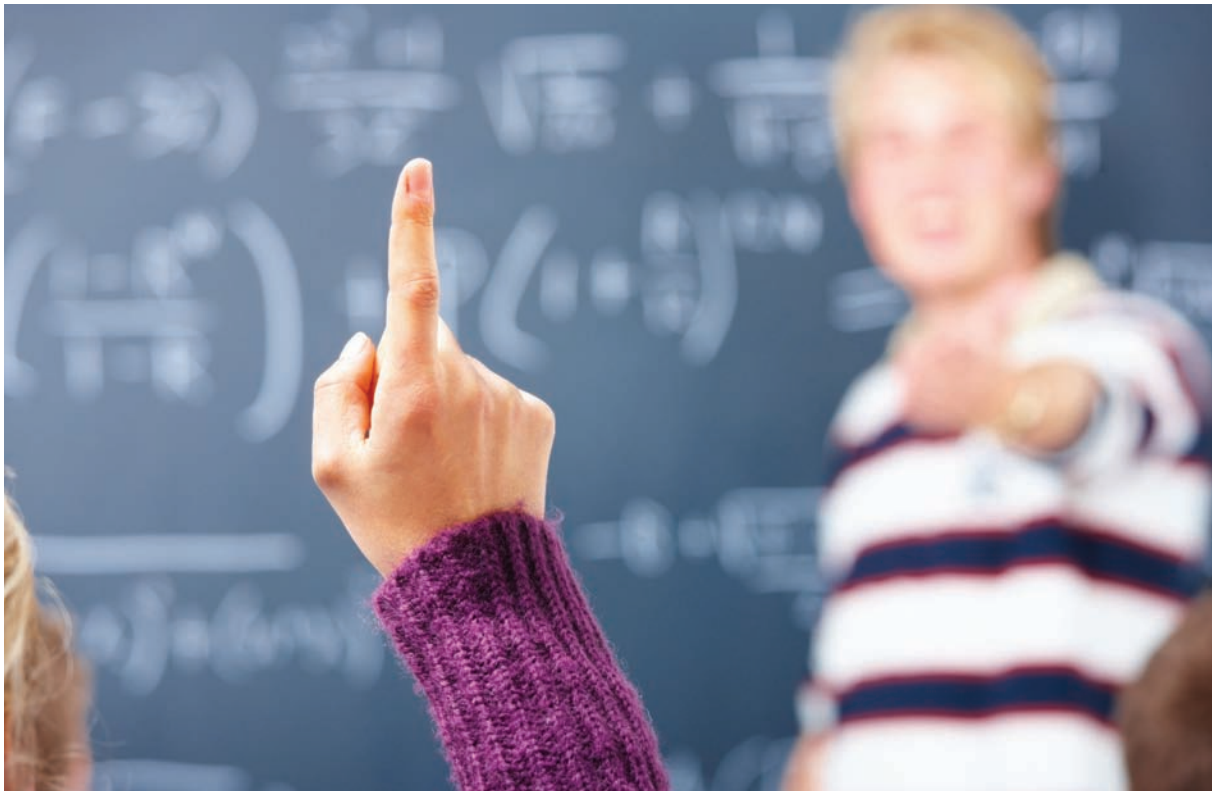
6g Factors affecting individual candidates

You should be able to accept the occasional absence of candidates by making sure they have the chance to make up missed controlled assessments. You may organise an alternative supervised time session for candidates who are absent at the time the centre originally arranged.

Where special help which goes beyond normal learning support is given, use the comments section on the Candidate Record Form to inform us so that this help can be taken into account.

Candidates who move from one centre to another during the course sometimes need additional help to

meet the requirements of a scheme of controlled assessment work. How this can be dealt with depends when the move takes place. If it happens early in the course the new centre should be responsible for controlled assessment work. If it happens late in the course it may be possible to accept the assessments made at the previous centre. Centres should contact us as early as possible for advice about appropriate arrangements in individual cases.



7 Moderation/verification

7a Moderation/verification procedures

At Entry 1 and Entry 2 all assessment records must be sent to AQA for verification.

At Entry 3, moderation of the Controlled Assessment task is by inspection of a sample of candidates' work, sent by post from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and the moderator, by the specified deadline (see <http://www.aqa.org.uk/deadlines.php>).

Centres entering fewer candidates than the minimum sample size should submit all the work of their candidates. Centres entering larger numbers of candidates will be notified of the candidates whose work will be required in the sample to be submitted for moderation.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to determine whether an adjustment is needed in order to bring the centre's assessment into line with standards generally. In some cases it may be necessary for the moderator to call for the work of additional candidates in the centre. In order to meet this possible request, centres must retain under secure conditions and have available the controlled assessment work of every candidate entered and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where discrepancies are found, AQA reserves the right to alter the order of merit.

7b Consortium arrangements

If you are a consortium of centres with joint teaching arrangements (where candidates from different centres have been taught together but where they are entered through the centre at which they are enrolled), you must tell us by filling in the JCQ/CCA form [Application for Centre Consortium Arrangements for centre-assessed work].

You must choose a consortium co-ordinator who can speak to us on behalf of all centres in the consortium.

If there are different co-ordinators for different specifications, a copy of the JCQ/CCA form must be sent in for each specification.

We will allocate the same verifier/moderator to each centre in the consortium and the candidates will be treated as a single group for moderation.

7c Procedures after moderation

When the results are published, we will give centres details of the final levels for the controlled assessment work.

You will receive a report at the time the results are issued giving feedback on the accuracy of assessments made and the reasons for any adjustments to the marks.

Appendices

A Spiritual, moral, ethical, social, legislative, sustainable development, economic and cultural issues, and health and safety considerations

We have taken great care to make sure that any wider issues (for example, spiritual, moral, ethical, social, legal, sustainable development, economic and cultural issues), including those relevant to the education of students at Key Stage 4, have been taken into account when preparing these specifications. They will only form part of the assessment requirements where they are relevant to the specific content of the specifications and have been identified in Section 3: Content.

European Dimension

We have taken the 1988 Resolution of the Council of the European Community into account when preparing these specifications and associated specimen assessments.

Environmental Education

We have taken the 1988 Resolution of the Council of the European Community and the Report 'Environmental Responsibility: An Agenda for Further and Higher Education' 1993 into account when preparing these specifications and associated specimen assessments.

Avoiding bias

We have taken great care to avoid bias of any kind when preparing these specifications and specimen assessments.

B Overlaps with other qualifications

From 2010 the Functional Skills standards will form a significant part of the new specifications in GCSEs in English, Mathematics and ICT.

Underpinning Functional Skills for all England's young people is their inclusion within the Key Stage 3 curriculum (11–14) and the embedding of the skills within the revised Programme of Study for Key Stage 4 (14–16).

C Achievement and attainment

Functional Skills have point scores for the Assessment and Attainment Tables. The confirmed points allocations are:

Level 2 = 23 points

Level 1 = 12.5 points

Entry 3 = 7 points

Entry 2 = 6 points

Entry 1 = 5 points

(The points for Levels 1 and 2 are in addition to points allocated for other qualifications such as GCSEs, adult literacy and adult numeracy.)





Functional Skills Qualifications in Maths Entry Level 1 (4931), Entry Level 2 (4932) and Entry Level 3 (4933) from 2011 onwards

Qualification Accreditation Number Entry Level 1: 600/0119/7

Qualification Accreditation Number Entry Level 2: 600/0120/3

Qualification Accreditation Number Entry Level 3: 600/0075/2

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is HD4.

Centres should be aware that candidates who enter for more than one Functional Skills qualification with the same classification code will have only one grade counted for the purpose of the School and College Performance Tables.

Candidates who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

To obtain specification updates, access our searchable bank of frequently asked questions, or to ask us a question, register with Ask AQA: aqa.org.uk/ask-aqa/register

You can also download a copy of the specification and support materials from our website: aqa.org.uk/mathszone