

## Functional Skills Maths

Level 1

Level 2

Centre Guidance

# 1 Introduction

This Centre Guidance provides interim information for centre staff involved in the planning, delivery, assessment or moderation of OCR Functional Skills Maths.

It is important that centre staff involved in the delivery, assessment or moderation of the above qualifications understand the requirements laid down in this guidance. Centres should therefore ensure that staff have access to this publication.

## 1.1 Documentation updates

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The information provided in this Centre guidance was correct at the time of production. OCR will update this information as the qualification is further developed. Please refer to the OCR website [www.ocr.org.uk](http://www.ocr.org.uk) for the latest details regarding amendments made to this guidance.

## 1.2 Who is this guidance for?

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This guidance is for centres who are anticipating delivering Functional Skills Mathematics for the first time. The OCR Centre handbook for this qualification will include more detailed information for centres. This will be available in October 2007.

## 1.3 What are the aims of functional Maths?

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Functional mathematics enable learners to operate confidently in their everyday life, workplace and educational settings by developing and recognising their ability to apply and transfer mathematical skills in ways that are appropriate to their situation.

## 1.4 Who would benefit from working towards functional Maths?

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All learners aged 14 and above, including young people and adults would benefit from functional mathematics in order to develop their practical applied skills needed for success in work, in further learning and in life.

## 1.5 What is the structure and content of functional Maths?

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For information on the structure and content of Functional Skills Maths, please refer to the QCA website [http://www.qca.org.uk/qca\\_6066.aspx](http://www.qca.org.uk/qca_6066.aspx)

## 1.6 How is the qualification assessed?

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In order to use mathematics effectively in everyday life, learners must demonstrate that they have the ability to understand and make sense of mathematical information, use and process that information, interpret and analyse the results and to present this to others. These process skills form the basis of the assessment within 'real-life' contexts.

The assessment will cover the requirements of the standards at the level being assessed i.e. entry level 1 to level 2.

The OCR assessment papers will be task-based. Examples of tasks, together with Mark Schemes, sample candidate responses and examiner commentary, are available on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk). These documents will be updated regularly as more resources become available.

## 1.7 Progression

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Functional mathematics is available from entry level to level 2. These levels correspond to the levels used for other qualifications within the national qualification framework. Each level of the functional mathematics incorporates and builds on the previous ones so the higher levels are more challenging and demanding on the learner.

## 1.8 What are the arrangements for registration, awarding and certification?

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For existing OCR Key Skills and Basic Skills centres, approval for OCR Functional Skills is automatic. Information for centres who do not currently offer OCR Key Skills and Basic Skills will follow shortly.

## 1.9 Do tutors require specific qualifications to teach functional Maths?

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It is not a requirement of the QCA that tutors hold specific qualifications to deliver functional Skills Maths. However, it is essential that tutors have relevant teaching qualifications.