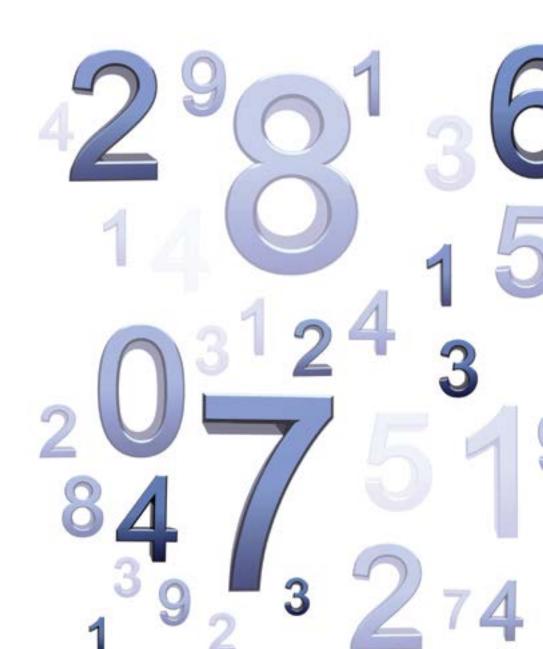# ENTRY LEVEL CERTIFICATE

MATHEMATICS

(5930)

Specification

For teaching from September 2015 onwards
For exams in June 2017 onwards

Version 1.3 11 March 2020

Contents

Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at
- We will write to you if there are significant changes to the specification.

1 Introduction

1.1 Why choose AQA for ELC Maths

Maths is for everyone. It is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be. At AQA, we design qualifications and support to enable students to engage, explore, enjoy and succeed in maths. By putting students at the heart of everything we do, our aim is to support teachers to shape what success in maths looks like for every student.

Entry Level Certificates (ELCs) are a nationally recognised qualification that gives students the opportunity to achieve a certificated award. Our ELC provides basic and relevant numeracy skills and is suitable for students of all ages. The specification is co-teachable with our GCSE, to suit students who are studying both qualifications. Our ELC aims to build students' confidence in maths, including those studying at GCSE Foundation tier. The assessment is on demand so your students can complete assignments when they're ready, helping to keep them motivated. Like all of our mathematics qualifications, we use straightforward language in our tests to allow students to focus on the maths and achieve the results they deserve.

You can find out about all our Mathematics qualifications at aqa.org.uk/maths

1.2 Support and resources to help you teach

We've worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for exams.

Teaching resources

Visit aqa.org.uk/5930 to see all our teaching resources. They include:

- worksheets to cover all components in this specification to use for class work assessment or as teaching resources
- support from portfolio advisers
- training courses to help you deliver AQA mathematics qualifications
- subject expertise courses for all teachers, from newly-qualified teachers who are just getting started, to experienced teachers looking for fresh inspiration.

Keep your skills up-to-date with professional development

Wherever you are in your career, there's always something new to learn. As well as subject-specific training, we offer a range of courses to help boost your skills.

- Improve your teaching skills in areas including differentiation, teaching literacy and meeting Ofsted requirements.
- Prepare for a new role with our leadership and management courses.

You can attend a course at venues around the country, in your school or online – whatever suits your needs and availability. Find out more at coursesandevents.aqa.org.uk

Get help and support

Visit our website for information, guidance, support and resources at aqa.org.uk/5930

You can talk directly to the Mathematics subject team:

E: maths@aqa.org.uk

T: 0161 957 3852

2 Specification at a glance

This qualification is linear. Linear means that students submit all components that form the assessment at the end of the course. Students should submit for assessment and moderation evidence from **eight** components as follows:

2.1 Subject content

- Component 1: properties of number (page 9)
- Component 2: the four operations (page 11)
- Component 3: ratio (page 13)
- Component 4: money (page 15)
- Component 5: the calendar and time (page 17)
- Component 6: measures (page 19)
- Component 7: geometry (page 21)
- Component 8: statistics (page 23)

2.2 Assessments

Each complete portfolio should contain eight components of work made up of between four and eight external assignments. Any remaining components should be made up of internally set classwork.

All components are internally assessed (teacher marked) and then moderated by AQA. Each component is marked out of 30, giving a total mark out of 240 for the whole portfolio.

2.2.1 Externally set

Evidence for a **minimum** of four components out of the eight must be in response to an externally set assignment. AQA will set assignments for each of the eight components, with each assignment covering Entry 1, 2 and 3. Three versions of each assignment will be available to download via the secure area of the AQA website, e-AQA.

2.2.2 Internally set

Evidence for a **maximum** of four components should be from class work which has been set and assessed by the teacher in response to the outcomes detailed in the Subject content part of this specification or from completion of the worksheets provided as additional resources by AQA. These outcomes cover work at Entry 1, 2 and 3. In some instances an Entry 3 outcome may subsume an Entry 1 and/or an Entry 2 outcome. In such cases, if the Entry 3 outcome is achieved, the subsumed outcomes can be credited as complete. Please see the Appendices part of this specification, for details of subsumed outcomes in each of the components.

2.3 Total qualification time

- Guided learning hours: 120
- Total qualification time: 120

3 Subject content

It is recognised that GCSE Mathematics is too demanding for some students. ELC Mathematics is designed as a qualification that offers students who are unlikely to achieve a grade in GCSE Mathematics the opportunity to achieve a certificated award. It is also a useful qualification for students in preparation for GCSE and can be used to monitor students' progress.

The specification has been developed to reflect the National Curriculum from September 2014 and the GCSE subject criteria for Mathematics, first teaching September 2015. It is intended that it can be used in conjunction with any GCSE Mathematics specification, particularly those offered by AQA. It therefore offers opportunities for students to work alongside those following a GCSE course in Mathematics. We have included specification references to GCSE Maths, first teaching 2015, where appropriate.

Overall, a teaching and learning scheme based on this specification will provide opportunities for investigative and practical mathematics as well as leading to mastery of the basic skills of the subject, and will give a worthwhile educational experience for all students.

The component-based structure of the qualification provides students with the opportunity to work in short programmes. This enables their progress to be monitored and a sense of achievement can be gained throughout the course. The materials needed for the assessment are available on-demand on the secure area of the AQA website, e-AQA.

Schools and colleges wishing to enter candidates for the complementary Unit Award Scheme (UAS) can find out more information about the scheme at aqa.org.uk/uas and in the Appendices part of this specification.

3.1 Component 1: properties of number

This content aims to develop the student's understanding and use of number.

Students will learn about place value within whole numbers and will undertake calculations using mental arithmetic and using a calculator. Students will understand the terms odd and even, and rounding will be introduced.

3.1.1 Procedures for making and recording assessments

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

3.1.2 Outcomes to be accredited

In successfully completing this component, students will have demonstrated the ability to:

3.1.2.1 Entry 1

Outcomes	Notes/*examples*	GCSE reference
1.1 Count reliably up to 20 items		
1.2 Read, write, order and compare numbers up to 20, including zero	Say which of two numbers is smaller or larger Say which of three or more numbers is the smallest or the largest Put three or more numbers in order, starting with the smallest	N1
1.3 Complete a number line up to 20	Fill in the blanks on a number line counting up or down	

3.1.2.2 Entry 2

Outcomes	Notes/*examples*	GCSE reference
2.1 Read, write, order and compare numbers up to 100	Numbers could be in context. Key words are smaller, larger, less, more, fewer, smallest, largest, least, most, fewest	N1
2.2 Recognise place value in two digit numbers		N2
2.3 Count from 0 in steps of two, three and five	Fill in blanks in the list of multiples of 2 up to 24 (36 for 3 and 60 for 5) The list could be counting up or down	N4
2.4 Round numbers less than 100 to the nearest 10		N15
2.5 Understand and identify odd and even numbers	*Write down an even number between 7 and 13*	

3.1.2.3 Entry 3

Outcomes	Notes/*examples*	GCSE reference
3.1 Read and write numbers up to 1,000		
3.2 Order and compare numbers up to 1,000		N1
3.3 Recognise place value in three digit numbers	*In 482, which is the units digit?*	N2
3.4 Round numbers less than 1,000 to the nearest 10		N15
3.5 Round numbers less than 1,000 to the nearest 100		N15
3.6 Find 10 or 100 more or less than a given number		
3.7 Recognise and use multiples of 2, 3, 4, 5, 8, 10, 50 and 100	Key word: multiple	N4

3.2 Component 2: the four operations (calculator not allowed)

This content aims to develop the student's understanding and use of the four operations.

Students will undertake calculations using mental arithmetic involving addition, subtraction, multiplication and division.

3.2.1 Procedures for making and recording assessments

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

3.2.2 Outcomes to be accredited

In successfully completing this component, students will have demonstrated the ability to:

3.2.2.1 Entry 1

Outcomes	Notes/*examples*	GCSE reference
1.1 Add two whole numbers with a total up to 20	Zero can be one of the numbers Key words are add, sum, total, altogether Use the = sign to represent equality	N2
1.2 Subtract one number up to 20 from another	Zero can be the number subtracted Key words are take, take away, subtract, difference, how much more, how much less	N2
1.3 Understand and use the + and – signs to solve simple number problems	*Work out 5 + 11* *6 = 10 - ?* Understand that subtraction is the inverse of addition	N2, N3

3.2.2.2 Entry 2

Outcomes	Notes/*examples*	GCSE reference
2.1 Add whole numbers with a total up to 100		N2
2.2 Subtract one number up to 100 from another		N2
2.3 Multiply using single digit whole numbers	Key words are multiply, multiplication, times … lots of Understand that multiplication is the same as repeated addition	N2
2.4 Use and interpret +, -, × and = in real-life situations for solving problems	*Dan had some sweets. He ate 13 and had 8 left. How many sweets did he start with?*	N2
2.5 Recall and use multiplication facts for the 2, 5 and 10 multiplication tables		

3.2.2.3 Entry 3

Outcomes	Notes/*examples*	GCSE reference
3.1 Add and subtract using three digit numbers		N2
3.2 Multiply a two digit whole number by a single digit whole number		N2
3.3 Divide a two digit whole number by a single digit whole number	Key words are divide, division, divided by, share equally, equal groups of' Understand that division is the same as repeated subtraction Understand that division is the inverse of multiplication Interpret the remainder in a practical situation	N2,N3
3.4 Use and interpret +, –, x ,÷ and = in real-life situations for solving problems	Could be multi-step *Kim bought three packs of 12 eggs. She used 4 eggs on Monday and 5 eggs on Tuesday. How many eggs did she have left?*	N2
3.5 Use inverse operations to find missing numbers	*Work out the missing number* *35 + ? = 124*	
3.6 Estimate the answer to a calculation		
3.7 Recall and use multiplication facts for the 3, 4 and 8 multiplication tables		

3.3 Component 3: ratio

This content aims to develop the student's understanding of equality and basic fractions.

3.3.1 Procedures for making and recording assessments

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

3.3.2 Outcomes to be accredited

In successfully completing this component, students will have demonstrated the ability to:

3.3.2.1 Entry 1

Outcomes	Notes/*examples*	GCSE reference
1.1 Understand equality	Use and understand the = sign *2 + 5 = 5 + ?*	N1
1.2 Identify or show one half of a quantity up to 20	Shade half of a shape Given a picture of children, *What fraction of the children are boys?*	N12, R6
1.3 Work out half of an even number up to 20		N12, R6

3.3.2.2 Entry 2

Outcomes	Notes/*examples*	GCSE reference
2.1 Identify or show one third or one quarter of a quantity up to 24	Shade one third or one quarter of a shape Given a picture of children, *What fraction of the children are boys*?	N12, R6
2.2 Work out one third or one quarter of a number up to 24	Without remainder	N12, R6
2.3 Count in fractions of one half or one third or one quarter	*Give the next number in the pattern:* $2, 2\frac{1}{4}, 2\frac{1}{2}$ …	
2.4 Work out amounts two, three or four times the size of a given amount	Key words are double, twice (as ..), three times (as..), four times (as..)' *One loaf of bread has 22 slices. How many slices are there in 4 loaves ?*	R6
2.5 Recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$		

3.3.2.3 Entry 3

Outcomes	Notes/*examples*	GCSE reference
3.1 Identify or show unit fractions up to one tenth of a quantity up to 100	Shade a given unit fraction of a specified grid Given a picture of children, *What fraction of the children are boys*?	N12, R6
3.2 Work out unit fractions to one tenth of a number up to 100	Without remainder	N12, R6
3.3 Identify or show any number of thirds, quarters, fifths or tenths of a quantity	Shade a fraction of a shape Given a picture of children, *What fraction of the children are boys*?	N12
3.4 Work out any number of thirds, quarters, fifths or tenths of an amount	Without remainder	N12
3.5 Recognise and identify equivalent fractions	$\frac{1}{2} = \frac{?}{10}$	N3
3.6 Add and subtract fractions with the same denominator within one whole		N8
3.7 Work out amounts 5, 8 or 10 times the size of a given amount		R2

3.4 Component 4: money

This content aims to develop the student's understanding and use of money.

Students will learn through practical activities about the value of coins in everyday use in the UK. They will convert units of money and use a calculator to do simple calculations of money using decimals.

3.4.1 Procedures for making and recording assessments

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

3.4.2 Outcomes to be accredited

In successfully completing this component, students will have demonstrated the ability to:

3.4.2.1 Entry 1

Outcomes	Notes/*examples*	GCSE reference
1.1 Recognise coins and notes up to £20	1p, 2p, 5p, 10p, 20p, 50p, £1, £2, £5, £10, £20 *How much is this coin worth?*	N13, G14
1.2 Exchange money up to 20p for an equivalent amount in other denominations	*Show two different ways of making 9p*	N13, G14
1.3 Add up to 20 coins	Up to 20p in 1p, 2p, 5p, 10p, 20p coins, up to £20 in £1 and £2 coins *Jack has these coins,* *How much does he have?*	N2, N13, G14

3.4.2.2 Entry 2

Outcomes	Notes/*examples*	GCSE reference
2.1 Appreciate the purchasing power of amounts of money (coins)	*If I had a £2 coin, would I have enough to buy a can of pop?* *If I had a £2 coin, would I have enough to buy a computer?*	N13, G14
2.2 Convert from pence to pounds and vice versa	*How many pence is £4.30?* *Write 715 pence in pounds*	N13, R1, G14
2.3 Make amounts of money up to £2 from given coins	*How can you make £1.65 using only 50p, 20p and 5p coins?*	N2, N13, G14
2.4 Make amounts of money in multiples of £5 from £5, £10 and £20 notes	*How can you make £55 using only £20 and £5 notes?*	N2, N13, G14
2.5 Calculate with amounts of money in pence up to £1 and whole pounds up to £100 and give change	*Hayley buys three chocolate bars for 30p each. How much change should she get from a £1 coin?*	N2, N13, G14

3.4.2.3 Entry 3

Outcomes	Notes/*examples*	GCSE reference
3.1 Appreciate the purchasing power of amounts of money (notes)	*If I had a £10 note, would I have enough to buy a bottle of shampoo?* *If I had a £10 note, would I have enough to buy a motorbike?*	N13, G14
3.2 Exchange notes for an equivalent value in coins	*Show how can you make £5 using only silver coins*	N13, R1, G14
3.3 Use decimal notation for money	Understand that £3.20 should not be written as £3.2 or £3.20p	N13, G14
3.4 Interpret a calculator display	Understand that 3.2 (in pounds) on a calculator means £3.20	N13, G14
3.5 Solve real life problems involving what to buy and how to pay	*Lucy is saving £4.50 each week to buy a mobile phone for £90. How many weeks will she have to save?*	
3.6 Add amounts of money and give change	*Adam buys three computer games for £29.99 each and two for £14.99 each. How much does he spend altogether?*	N2, N13, R7, G14
3.7 Carry out investigations involving money		

3.5 Component 5: the calendar and time

This content aims to develop the student's understanding and use of 12 and 24-hour time and of calendars and timetables in everyday use.

Students will learn how to read digital and analogue clocks, including using roman numerals and learn how to convert between 12 and 24-hour times. They will also learn about days, weeks and months of the year.

3.5.1 Procedures for making and recording assessments

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

3.5.2 Outcomes to be accredited

In successfully completing this component, students will have demonstrated the ability to:

3.5.2.1 Entry 1

Outcomes	Notes/*examples*	GCSE reference
1.1 Know the days of the week and their order	Key words are today, yesterday, tomorrow, now, before, after, next *What is the day before Tuesday?*	
1.2 Read the time to the hour or half hour on an analogue clock and draw the hands on a clock to show these times		
1.3 Order familiar events	*Put in order:* *eat dinner, go to school, wake up, leave school, have breakfast*	

3.5.2.2 Entry 2

Outcomes	Notes/*examples*	GCSE reference
2.1 Know the seasons and months and their order	*What is the season after summer?*	
2.2 Know that 1 week = 7 days; 1 day = 24 hours; 1 hour = 60 minutes; 1 minute = 60 seconds		
2.3 Read the time displayed on an analogue or 12 hour digital clock in hours, half hours and quarter hours and draw the hands on a clock or the digital display to represent these times	Students should be able to convert 'quarter past eight' to 8.15 and draw the hands on a clock to show this time	
2.4 Read the time to the nearest five minutes on an analogue clock, draw the hands on a clock to show the time, and read any time on a digital clock		
2.5 Find the difference between two times given in hours, half hours and quarter hours.	*How many minutes are there from 2.45 to 3.15?*	N13, G14

3.5.2.3 Entry 3

Outcomes	Notes/*examples*	GCSE reference
3.1 Solve problems involving time	*Mohammed got on the bus at 10 o'clock. His journey lasted 45 minutes. What time did he get off the bus?*	
3.2 Know that there are 365 days in a year, 366 days in a leap year, 12 months in a year and 52 full weeks in a year		
3.3 Use a calendar and write the date correctly (day/month/year)	Given a calendar, *What is the date of the first Friday in January?* *How many days are there in October?*	
3.4 Tell and write the time from an analogue clock, including using Roman numerals from I to XII		
3.5 Understand and use the 12-hour and 24-hour clock systems and convert from one system to the other	Key words are noon, morning, afternoon, evening and midnight *Write 2pm in the 24 hour clock system*	
3.6 Convert between hours, minutes and seconds	*Change 250 minutes into hours and minutes*	N13, R1, G14
3.7 Add up to three lengths of time given in minutes and hours	Shown part of a TV guide, *How long do 'Emmerdale, Coronation Street and Britain's Got Talent last altogether?*	N2, N13, G14

3.6 Component 6: measures

This content aims to develop the student's understanding and use of measures.

Students will learn through practical activities about methods used to measure length, weight and capacity using standard and non-standard units. They will begin to convert units of length, weight and capacity and learn how to read scales of measurement. They will also learn to compare temperature including temperature with negative values.

3.6.1 Procedures for making and recording assessments

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

3.6.2 Outcomes to be accredited

In successfully completing this component, students will have demonstrated the ability to:

3.6.2.1 Entry 1

Outcomes	Notes/*examples*	GCSE reference
1.1 Compare lengths, heights, weights and capacities	Key words are long, longer, short, shorter, tall, taller, heavy, heavier, light, lighter, more, less, most, least	
1.2 Give the length of a line drawn on a centimetre grid	Up to 20 cm	N13, G14, G15
1.3 Describe capacity in fractions	Key words are empty, half full, full *Tick the jug that is more than half full*	R6

3.6.2.2 Entry 2

Outcomes	Notes/*examples*	GCSE reference
2.1 Choose appropriate standard units of length, capacity and weight	mm, cm, m, km, g, kg, ml, cl, l *Which unit would be the best to measure the length of a football pitch?*	N13, G14
2.2 Compare and order lengths, capacities and weights in the same units		N1, N13, G14
2.3 Select a possible length, capacity or weight for a given item		N13, G14
2.4 Measure or draw a length using a ruler	In whole mm or whole and half cm	N13, G14, G15
2.5 Estimate the weight, capacity or length of given items	*Given two items, tick the heavier item* *Estimate the weight of a bag of crisps*	

3.6.2.3 Entry 3

Outcomes	Notes/*examples*	GCSE reference
3.1 Add lengths, capacities and weights and compare the total to another total or a requirement		N1, N2, N13, G14
3.2 Convert standard units of length, capacity and weight	*How many kg is 2500 g?* *Change 410 cm into cm and mm*	N13, R1, G14
3.3 Compare and order lengths, capacities and weights in different standard units	*Which is longest, 4.2 m, 395 cm or 4050 mm?*	N1, N13, R1, G14
3.4 Measure the perimeter of a simple shape		N13, G14, G15
3.5 Choose an appropriate measuring instrument		
3.6 Read values from an appropriate scale	Read off a number line	N13, G14
3.7 Read and compare temperature including temperature with negative values		N1, N13, G14

3.7 Component 7: geometry

This content aims to develop the student's understanding of shapes, coordinates and directions.

The student will learn about 2D and 3D shapes and their properties and they will develop an understanding of the size of angles, including right angles. They will also investigate reflective symmetry, nets of solids and use of coordinates.

3.7.1 Procedures for making and recording assessments

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

3.7.2 Outcomes to be accredited

In successfully completing this component, students will have demonstrated the ability to:

3.7.2.1 Entry 1

Outcomes	Notes/*examples*	GCSE reference
1.1 Recognise and name squares, rectangles, triangles, circles, and cubes	Drawings may not be accurate, but intention must be clear	G4, G12
1.2 Compare and order a group of shapes or pictures or similar shapes of different size and recognise congruent shapes	Key words are smaller, smallest, bigger, biggest, larger, largest, thinner, thinnest, narrower, narrowest, wider, widest, longer, longest, shorter, shortest *Tick the two shapes that are the same*	G7
1.3 Use and understand positional vocabulary	Key words are left, right, between, inside, outside, (in the) middle, below, under, above, on top (of) *Draw a cross inside the circle*	

3.7.2.2 Entry 2

Outcomes	Notes/*examples*	GCSE reference
2.1 Recognise and name shapes including pentagons, hexagons and octagons and identify a right-angled triangle from a set of triangles	A right angle will be identified by a small □	G1, G4
2.2 Recognise and name cuboids, pyramids and spheres		G12
2.3 Describe the properties of 2D shapes, including straight and curved edges	Number of edges and vertices	G1
2.4 Describe the properties of solids	Number of edges, vertices and faces	G12
2.5 Understand angle as a measure of turn	Quarter, half, three quarter and whole turn, clockwise and anti-clockwise	

3.7.2.3 Entry 3

Outcomes	Notes/*examples*	GCSE reference
3.1 Recognise and name prisms, cylinders and cones		G12
3.2 Draw lines of symmetry on shapes or pictures	Including real life items such as road signs	G1
3.3 Recognise and draw nets of cubes and cuboids		G13
3.4 Identify whether an angle is less or more than a right angle		
3.5 Identify horizontal, vertical and parallel lines		G1
3.6 Denote the position of a point on a grid by its coordinates or identify a point or item given its coordinates		
3.7 Use North (N), East (E), South (S) and West (W) to give directions or position from a map		

3.8 Component 8: statistics

This content aims to develop the student's understanding and interpretation of simple statistical diagrams.

Students will learn how to conduct simple surveys and then analyse and communicate their results. They will also learn to sort information according to set criteria.

3.8.1 Procedures for making and recording assessments

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

3.8.2 Outcomes to be accredited

In successfully completing this component, students will have demonstrated the ability to:

3.8.2.1 Entry 1

Outcomes	Notes/*examples*	GCSE reference
1.1 Sort and classify objects using a single criterion	Shaded/unshaded, round/not round etc	
1.2 Interpret and draw conclusions from a list or group of objects	*How many blue cars were there?* *Which colour was most popular*?	
1.3 Construct and interpret simple line graphs	Including block graphs	S2

3.8.2.2 Entry 2

Outcomes	Notes/*examples*	GCSE reference
2.1 Sort and classify objects using more than one criterion		
2.2 Collect information by survey	*Ask 10 classmates what their favourite food is* In external assessment the student will select the correct question to ask in a survey from a given list	
2.3 Record results in lists, tally charts and tables		S2
2.4 Construct and interpret pictograms where one picture represents one item		S2
2.5 Interpret simple tables, diagrams, lists and graphs	*Given a daily temperature graph for July, find the highest temperature that month*	S2

3.8.2.3 Entry 3

Outcomes	Notes/*examples*	GCSE reference
3.1 Construct and interpret bar charts with the vertical axis scaled in ones or twos		S2
3.2 Construct and interpret pictograms where one picture represents more than one item		S2
3.3 Extract numerical information from lists, tables, diagrams and charts	Including timetables, holiday brochures, sports results etc	S2
3.4 Complete a frequency table given the original list of results		S2
3.5 Complete a tally chart and the resulting frequency table		S2
3.6 Compare two or more diagrams	Given bar charts for attendances at two youth clubs for a week, *Which youth club had more people on Monday?*	S2
3.7 Solve one-step and two-step problems based on statistical information	Given daily temperature graphs for July and August, find how much higher the highest temperature was in July than in August	S2

4 Scheme of assessment

Find mark schemes, and specimen assignments for new courses, on our website at www.aqa.org.uk/5930

Assessments for this specification are available on-demand on the secure area of the website e-AQA.

Certification for this specification is available for the first time in June 2017 and then every January and June for the lifetime of the specification.

All materials are available in English only.

4.1 Aims and learning outcomes

Courses based on this mathematics specification should provide a broad, coherent, satisfying and worthwhile course of study. They should encourage students to develop confidence in, and a positive attitude towards mathematics and to recognise the importance of mathematics in their own lives and to society. They should also provide a strong mathematical foundation for students who go on to study mathematics at a higher level.

Courses based on this specification should encourage students to develop:

- a willingness and ability to work independently and co-operatively
- an ability to understand mathematical ideas and to communicate them in a variety of modes
- an appreciation of the ways in which mathematics is used
- the knowledge, skills and understanding needed to apply a range of mathematical concepts to situations which may arise in their own lives
- an ability to use mathematics across the curriculum
- a firm foundation for appropriate further study.

4.2 Assessment objectives

The assessment objectives (AOs) have been set by AQA. These assessment objectives are based on the assessment objectives from GCSE Mathematics, first teaching 2015. In this way the ELC assessment objectives show clear progression of skills to GCSE Mathematics.

The internally set and externally set assignments in all components will require learners to demonstrate their ability to:

AO1: Use and apply standard techniques

Students should be able to:

- accurately recall facts, terminology and definitions
- use and interpret notation correctly
- accurately carry out routine procedures
- accurately carry out set tasks requiring multi-step solutions.

AO2: Reason, interpret and communicate mathematically; solve problems within mathematics and in other contexts

Students should be able to:

- draw conclusions from mathematical information
- construct chains of reasoning to achieve a given result
- interpret information accurately
- communicate information accurately
- present arguments
- translate problems in mathematical contexts into a process or series of processes
- translate problems in non-mathematical contexts into a process or series of processes.

Both assessment objectives will be assessed in each component at a level of demand and in proportions which are appropriate for entry level learners and for the content of the component.

4.3 Requirements

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

Students are required to submit for assessment and moderation, evidence from eight components. Each component is equally weighted with a maximum of 30 marks per component.

4.3.1 Externally set assignments

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

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

Marks are gained for correct answers on the externally set assignments. Each assignment has a maximum mark of 30 and so the final total mark for this external section of the portfolio is

number of components × marks achieved per component.

Students must attempt one externally set assignment for **four or more** components for which they wish to submit external work. These must be taken under controlled conditions, directly supervised by the teacher.

The components may be taken in any order and at any time throughout the course. It is not a requirement that all students do an assignment at the same time; this is at your discretion. It is expected that each assessment will be completed by most students within 45 minutes.

You may, at your discretion, extend this time allowance if required.

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

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

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

Calculators are allowed in all components except Component 2.

4.3.2 Internally set class work

Any remaining components submitted for moderation should consist of classwork completed by the student. Teachers should set work on each of the outcomes detailed in the subject content. However, students who submit clear evidence for Entry 3 outcomes may be assumed to have met **some** Entry 1 and 2 outcomes in some cases. Details of components where outcomes are subsumed are given in the Appendices.

Each outcome in the internal assessment may be awarded one mark if successfully completed. No half marks are available. Each component has 15 outcomes and therefore a maximum of 15 marks.

This mark will be doubled so that internal components have the same weighting as the external components.

Internally-assessed class work can take various forms, including worksheets, work from text books and poster displays. When devising such tasks, care should be taken to ensure that students are given the opportunity to respond to all outcomes, at an appropriate level and in appropriate detail.

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

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

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

All assignments will be marked by the teacher/lecturer, in accordance with mark schemes/ instructions provided by AQA, and will subsequently be moderated by AQA.

The level of award (Entry 1, Entry 2 or Entry 3) will be based on the student's total mark out of 240. AQA will review the relationship between total mark thresholds and the level of award at an awarding meeting following each series.

4.3.3 Assessment support

It is recognised that at Entry 1 and Entry 2, many students have learning difficulties which involve a range of communication skills. It is important that the Entry Level Certificate is accessible to and achievable by such students. Therefore, in assessing Entry 1 and Entry 2 outcomes, teachers may, where necessary, submit as evidence of student attainment a teacher written record of student responses as an alternative to student recorded responses. A student may communicate his/her responses by eye contact, pointing, signing, or by using a method particular to him/her, provided that the teacher makes a written record of such responses for assessment and moderation purposes.

At Entry 3, it is expected that the students will normally be able to record their own responses and any teacher assistance given will be limited to the use of strategies designed to improve accessibility such as:

- the re-phrasing (without simplification) of tasks or questions which have not been understood
- the explanation of terms or phrases used in tasks and questions where such explanation does not, in itself, provide the information which the student must supply
- the provision of feedback in relation to inappropriate or inadequate answers given by the student where such feedback does not, in itself, provide the information which the student must supply.

However, where this is not possible, special arrangements may be requested.

Guidance on the design and assessment of component assignments, classwork and the structure of the course will be provided by AQA advisers and annual standardising training. Exemplars and guidance material will also be published on the AQA website, within the maths resource zone.

All assignments must be taken under conditions in which the teacher/lecturer can authenticate that they are the student's own work.

The conditions required for the supervision and authentication of internally assessed work are given in the Assessment administration part of this specification.

4.3.4 Evidence

Students entered for the Entry Level Certificate are not required to provide evidence for all the outcomes listed, but they should be encouraged to complete as much as possible, as failure to do so may prevent them demonstrating the qualities needed to reach Entry 1, Entry 2 or Entry 3.

Evidence must be presented for moderation for all components. For all components, it must be clear which outcomes have been achieved and how marks have been awarded.

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

If you would like to enter students for the complementary Unit Award Scheme, (UAS) you should check the evidence required at aqa.org.uk/uas. See also the Appendices part of this specification.

Portfolio/folder of work : at the end of the course students must submit a portfolio of work.

This portfolio will be in two parts.

The first part will contain between four and eight externally set assignments.

The second part will contain between zero and four components of class work.

Evidence from all eight components in the portfolio of work should be available for moderation.

4.3.5 Differentiating factors

The eight components cover mathematics content to Level 3 of the National Curriculum. As such, the ELC content provides a sound starting point for progression to or parallel study of the Foundation Tier of GCSE Mathematics or Level 1 Functional Skills Mathematics. GCSE specification references have been provided for each outcome where appropriate (see Subject content (page 9)).

5 Assessment administration

All assessment for this qualification is non-exam assessment (NEA). You can find information about all aspects of administration, as well as all the forms you need at aqa.org.uk/examsadmin

The head of the school or college is responsible for making sure that the administration is conducted in line with our instructions and Joint Council for Qualifications (JCQ) instructions.

5.1 Supervising and authenticating

To meet Ofqual's qualification and subject criteria:

- **students** must sign the *Candidate record form* to confirm that the work submitted is their own
- all **teachers** who have marked a student's work must sign the declaration of authentication on the *Candidate record form*. This is to confirm that the work is solely that of the student concerned and was conducted under the conditions laid down by this specification
- teachers must ensure that a *Candidate record form* is provided with each student's work.

Students must have some direct supervision to ensure that the work submitted can be confidently authenticated as their own. If a student receives additional assistance and this is acceptable within the guidelines for this specification, you should award a mark that represents the student's unaided achievement. Please make a note of the support the student received on the *Candidate record form* and sign the authentication statement. If the statement is not signed, we cannot accept the student's work for assessment.

5.2 Avoiding malpractice

Please inform your students of the AQA regulations concerning malpractice. They must not:

- submit work that is not their own
- lend work to other students
- allow other students access to, or use of, their own independently-sourced source material
- include work copied directly from books, the internet or other sources without acknowledgement
- submit work that is word-processed by a third person without acknowledgement
- include inappropriate, offensive or obscene material.

These actions constitute malpractice and a penalty will be given (for example, disqualification).

If you identify malpractice **before** the student signs the declaration of authentication, you don't need to report it to us. Please deal with it in accordance with your school or college's internal procedures. We expect schools and colleges to treat such cases very seriously.

If you identify malpractice **after** the student has signed the declaration of authentication, the head of your school or college must submit full details of the case to us at the earliest opportunity. Please complete the form *JCQ/M1*, available from the JCQ website at jcq.org.uk

You must record details of any work which is not the student's own on the front of the assessment booklet or other appropriate place.

You should consult your exams officer about these procedures.

5.3 Teacher standardisation

We will provide support for using the marking criteria and developing appropriate tasks through teacher standardisation.

For further information about teacher standardisation visit our website at aqa.org.uk/5930

In the following situations teacher standardisation is essential. We will send you an invitation to complete teacher standardisation if:

- moderation from the previous year indicates a serious misinterpretation of the requirements
- a significant adjustment was made to the marks in the previous year
- your school or college is new to this specification.

For further support and advice please speak to your adviser. Email your subject team at maths@aqa.org.uk for details of your adviser.

5.4 Internal standardisation

You must ensure that you have consistent marking standards for all students. One person must manage this process and they must sign the *Centre declaration sheet* to confirm that internal standardisation has taken place.

Internal standardisation may involve:

- all teachers marking some sample pieces of work to identify differences in marking standards
- discussing any differences in marking at a training meeting for all teachers involved
- referring to reference and archive material, such as previous work or examples from our teacher standardisation.

5.5 Submitting marks

You must check that the correct marks are written on the *Candidate record form* (CRF) and that the total is correct.

The deadline for the total mark for each student to be received by us is given at aqa.org.uk/keydates

The CRF should be used to record the components submitted, the marks for these components and the total marks for the assessments as a whole.

An AQA *Record sheet* must be completed for any class work components. The *Record sheet* is used to indicate each student's achievement of the individual outcomes of each component and should be attached to each student's portfolio of assignments.

The CRF should be attached to each student's portfolio of assessments.

Copies of all forms and details regarding submission can be found at aqa.org.uk/coursework

5.6 Factors affecting individual students

For advice and guidance about arrangements for any of your students, please email us as early as possible at eos@aqa.org.uk

Occasional absence: you should be able to accept the occasional absence of students by making sure they have the chance to make up what they have missed. You may organise an alternative supervised session for students who were absent at the time you originally arranged.

Lost work: if work is lost you must tell us how and when it was lost and who was responsible, using our special consideration online service at aqa.org.uk/eaqa

Special help: where students need special help which goes beyond normal learning support, please use the CRF to tell us so that this help can be taken into account during moderation.

Students who move schools: students who move from one school or college to another during the course sometimes need additional help to meet the requirements. How you deal with this depends on when the move takes place. If it happens early in the course, the new school or college should be responsible for the work. If it happens late in the course, it may be possible to arrange for the moderator to assess the work as a student who was 'Educated Elsewhere'.

5.7 Keeping students' work

Students' work must be kept under secure conditions from the time that it is marked, with completed CRF. After the moderation period and the deadline for Enquiries about Results (or once any enquiry is resolved) you may return the work to students.

5.8 Moderation

You must send all your students' marks to us by the date given at aqa.org.uk/deadlines. You will be asked to send a sample of your students' NEA evidence to your moderator.

You must show clearly how marks have been awarded against the assessment criteria in this specification. Your comments must help the moderator see, as precisely as possible, where you think the students have met the assessment criteria. You must:

* record your comments on the Candidate Record Form (CRF)
* check that the correct marks are written on the CRF and that the total is correct.

For any classwork components you should also send the ELC Maths 5930 Record Sheet to record which outcomes the student has achieved (see Submitting marks (page 32)).

The moderator re-marks a sample of the evidence and compares this with the marks you have provided to check whether any changes are needed to bring the marking in line with our agreed standards. Any changes to marks will normally keep your rank order but, where major inconsistencies are found, we reserve the right to change the rank order.

5.8.1 School and college consortia

If you are in a consortium of schools or colleges with joint teaching arrangements (where students from different schools and colleges have been taught together but entered through the school or college at which they are on roll), you must let us know by:

* filling in the *Application for Centre Consortium Arrangements for centre-assessed work*, which is available from the JCQ website jcq.org.uk
* appointing a consortium co-ordinator who can speak to us on behalf of all schools and colleges in the consortium. If there are different co-ordinators for different specifications, a copy of the form must be sent in for each specification.

We will allocate the same moderator to all schools and colleges in the consortium and treat the students as a single group for moderation.

All the work must be available at the lead school or college.

5.9 After moderation

We will return your students' work to you after the exams. You will also receive a report when the results are issued, which will give feedback on the appropriateness of the tasks set, interpretation of the marking criteria and how students performed in general.

We will give you the final marks when the results are issued.

To meet Ofqual requirements, as well as for awarding, archiving or standardisation purposes, we may need to keep some of your students' work. We will let you know if we need to do this.

6 General administration

You can find information about all aspects of administration, as well as all the forms you need, at aqa.org.uk/examsadmin

6.1 Entries and codes

You only need to make one entry for this qualification, this will cover certification.

Qualification title	AQA entry code
AQA Entry Level Certificate Mathematics	5930

This specification complies with Ofqual's:

- *Criteria for Entry Level Certificate qualifications*
- *General conditions of recognition that apply to all regulated qualifications*
- all other relevant regulatory documents.

The Ofqual qualification accreditation number (QAN) is 601/5874/8

6.1.1 Availability of assignments and certification

For security purposes, externally set assignments will be available on e-AQA.

The assignments are not timetabled, but are done at a time chosen to suit your students.

The assignments should be kept under secure conditions when not in use.

The assignments are reviewed/replaced on a rolling programme.

Certification for this specification is available in January and June.

Work is combined to create a single portfolio and you should submit this one mark for certification.

6.2 Awarding grades and reporting results

The qualification will be graded and awarded on a three-point scale: Entry 1, Entry 2 and Entry 3 where Entry 3 is the best grade.

Students who fail to reach the minimum standard for Entry 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

6.3 Resits and shelf life

Students can resit the qualification as many times as they wish, within the shelf life of the qualification.

6.4 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools and colleges.

6.5 Access to assessment: diversity and inclusion

General qualifications are designed to prepare students for a wide range of occupations and further study. Therefore our qualifications must assess a wide range of competences.

The subject criteria have been assessed to see if any of the skills or knowledge required present any possible difficulty to any students, whatever their ethnic background, religion, sex, age, disability or sexuality. If any difficulties were encountered, the criteria were reviewed again to make sure that tests of specific competences were only included if they were important to the subject.

As members of the Joint Council for Qualifications (JCQ) we participate in the production of the JCQ document *Access Arrangements and Reasonable Adjustments: General and Vocational qualifications*. We follow these guidelines when assessing the needs of individual students who may require an access arrangement or reasonable adjustment. This document is published on the JCQ website at jcq.org.uk

6.5.1 Students with disabilities and special needs

We can make arrangements for students with disabilities or special needs to help them access the assessments, as long as the competences being tested are not changed. Access arrangements must be agreed **before** the assessment. For example, a Braille paper would be a reasonable adjustment for a Braille reader but not for a student who does not read Braille.

We are required by the Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student.

If you have students who need access arrangements or reasonable adjustments, you can apply using the access arrangements online service at aqa.org.uk/eaqa

6.5.2 Special consideration

We can give special consideration to students who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as the death of a relative. We can only do this **after** the assessment.

Your exams officer should apply online for special consideration at aqa.org.uk/eaqa

For more information and advice about access arrangements, reasonable adjustments and special consideration please see aqa.org.uk/access or email accessarrangementsqueries@aqa.org.uk

6.6 Working with AQA for the first time

If your school or college has not previously offered any AQA specification, you need to register as an AQA centre to offer our specifications to your students. Find out how at aqa.org.uk/becomeacentre

6.7 Private candidates

A private candidate is someone who enters for exams through an AQA-approved school or college but is not enrolled as a student there.

This specification is **not** available to private candidates.

7 Level descriptions

These descriptions give a general indication of the standards of achievement at each level. These descriptions should be interpreted in relation to the content outlined in the Subject content part of this specification; they are not designed to define that content.

7.1 Entry Level

7.1.1 Entry Level 1

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

Students count, order, add and subtract numbers when solving problems involving up to 20 objects. They read and write the numbers involved. They understand that subtraction is the inverse of addition. They work out or identify half of a quantity.

Students understand the money system of coins and notes. They know the days of the week and understand times on the hour or half hour.

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

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

Students can construct and interpret simple lists and graphs.

7.1.2 Entry Level 2

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

Students count sets of objects reliably and use mental recall of addition and subtraction facts to 20. They begin to understand the place value of each digit in a number and use this to order numbers up to 100. They choose the appropriate operation when solving addition, subtraction and multiplication problems. They use mental calculation strategies to solve number problems involving money and measures. They recognise sequences of numbers, including odd and even numbers. They use simple fractions that are one part of a whole.

Students convert from pounds to pence and vice versa. They add amounts of money and give change. They can read times to the nearest five minutes on an analogue clock and can read anytime on a digital clock.

Students use mathematical names for common 2D and 3D shapes and describe their properties, including numbers of edges, faces and vertices. They distinguish between straight and turning movements, understand angle as a measurement of turn, and recognise right angles in turns. They begin to use standard units to measure length and weight.

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

7.1.3 Entry Level 3

Students try different approaches and find ways of overcoming difficulties that arise when they are solving problems. They are beginning to organise their work and check results. Students discuss their mathematical work and are beginning to explain their thinking. They use and interpret mathematical symbols and diagrams. Students show that they understand a general statement by finding particular examples that match it.

Students show understanding of place value in numbers up to 1,000 and use this to make approximations. They begin to use decimal notation and to recognise negative numbers, in contexts such as temperature. They add and subtract numbers with two digits mentally and numbers with three digits using written methods. They use mental recall of the 2, 3, 4, 5, 8 and 10 multiplication tables and derive the associated division facts. They solve whole number problems involving multiplication or division, including those that give rise to remainders. They use simple fractions that are several parts of a whole and recognise when two simple fractions are equivalent.

Students solve multi-step problems involving money and give answers in correct notation.

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

Students extract and interpret information presented in simple tables and lists. They construct bar charts and pictograms, where the symbol represents more than one item to communicate information and they interpret information presented to them in these forms.

8 Appendices

8.1 Accrediting the achievement of individual Entry Level Certificate (ELC) components through the AQA Unit Award Scheme (UAS)

8.1.1 What is the UAS?

UAS allows students to receive formal recognition for each individual component completed as they progress through the Entry Level Certificate course. It is a recording of achievement scheme, not a qualification, and has been in operation since 1984.

In recognising these smaller steps of achievement, UAS encourages and motivates students for whom the final award of an Entry Level Certificate may seem a distant goal. Also, for those students who cannot, for whatever reason, complete the required number of units to be entered for the qualification, they can receive formal recognition for each unit completed.

8.1.2 What UAS certification is offered?

Each time a student completes a component, they can have this achievement recognised through the issue of a UAS certificate called a *Unit Award Statement.*

This Statement shows all the skills, abilities, knowledge and understanding which has been achieved by the student, together with any experiences, but does not show a level. Statements are issued promptly after the student has completed a unit and this can happen at any time of year.

8.1.3 How do UAS and ELC requirements differ for the student?

To receive accreditation for completion of a unit with UAS, a student must show achievement of **all** outcomes in that unit. This may be different to the requirement for the Entry Level Certificate, where students may not need to provide evidence for all outcomes, but are encouraged to complete as much as possible, thereby enabling them to reach a moderated level of Entry 1, Entry 2 or Entry 3.

Some Entry Level specifications require the completion of externally set assignments. For UAS, these assignments do not have to be completed although such evidence may be submitted as part of the other evidence required for a unit. In summary, with UAS, provided there is evidence that all outcomes have been achieved, the unit will be awarded.

8.1.4 What about UAS registration?

If you wish to use UAS you must be registered specifically for UAS, and this is a separate registration process from that required for the Entry Level Certificate. You may choose to register students for:

- the Entry Level Certificate only **or**
- the Entry Level Certificate and UAS **or**
- UAS only.

You can join UAS at any time and should contact the UAS department for further information about joining, costs and how to use UAS.

There is more information on the UAS website aqa.org.uk/uas or contact UAS:

AQA Unit Award Scheme, 31–33 Springfield Avenue, Harrogate, HG1 2HW

T: 01423 534 323 E: unitawardscheme@aqa.org.uk

8.2 Table of subsumed outcomes

Outcomes at Entry 1 and Entry 2 that are subsumed by an Entry 3 outcome can be credited as complete if the corresponding Entry 3 outcome has been achieved.

The following tables show where subsuming occurs in each of the components.

8.2.1 Component 1: properties of number

Outcomes	Subsumed Entry 2	Subsumed Entry 1
3.1 Read and write numbers up to 1,000		1.1
3.2 Order and compare numbers up to 1,000	2.1	1.2
3.3 Recognise place value in three digit numbers	2.2	1.3
3.4 Round numbers less than 1,000 to the nearest 10	2.4	
3.5 Round numbers less than 1,000 to the nearest 100		
3.6 Find 10 or 100 more or less than a given number		
3.7 Recognise and use multiples of 2, 3, 4, 5, 8, 10, 50 and 100		

8.2.2 Component 2: the four operations

Outcomes	Subsumed Entry 2	Subsumed Entry 1
3.1 Add and subtract using three digit numbers	2.1 2.2	1.1 1.2
3.2 Multiply a two digit whole number by a single digit whole number	2.3	
3.3 Divide a two digit whole number by a single digit whole number		
3.4 Use and interpret +, –, ×, ÷ and = in real-life situations to solve problems	2.4	1.3
3.5 Use inverse operations to find missing numbers		
3.6 Estimate the answer to a calculation		
3.7 Recall and use multiplication facts for the 3, 4 and 8 multiplication tables		

8.2.3 Component 3: ratio

Outcomes	Subsumed Entry 2	Subsumed Entry 1
3.1 Identify or show unit fractions up to one tenth of a quantity up to 100	2.1	1.2
3.2 Work out unit fractions to one tenth of a number up to 100	2.2	1.3
3.3 Identify or show any number of thirds, quarters, fifths or tenths of a quantity		
3.4 Work out any number of thirds, quarters, fifths or tenths of an amount		
3.5 Recognise and identify equivalent fractions	2.5	1.1
3.6 Add and subtract fractions with the same denominator within one whole		
3.7 Work out amounts 5, 8 or 10 times the size of a given amount		

8.2.4 Component 4: money

Outcomes	Subsumed Entry 2	Subsumed Entry 1
3.1 Appreciate the purchasing power of amounts of money (notes)	2.1	
3.2 Exchange notes for an equivalent value in coins	2.3 2.4	1.1 1.2 1.3
3.3 Use decimal notation for money		
3.4 Interpret a calculator display		
3.5 Solve real life problems involving what to buy and how to pay		
3.6 Add amounts of money and give change	2.5	1.3
3.7 Carry out investigations involving money		

8.2.5 Component 5: the calendar and time

Outcomes	Subsumed Entry 2	Subsumed Entry 1
3.1 Solve problems involving time		
3.2 Know that there are 365 days in a year, 366 days in a leap year, 12 months in a year and 52 full weeks in a year		
3.3 Use a calendar and write the date correctly (day/month/year)		
3.4 Tell and write the time from an analogue clock, including using Roman numerals from I to XII	2.3 2.4	1.2
3.5 Understand and use the 12-hour and 24-hour clock systems and convert from one system to the other		
3.6 Convert between hours, minutes and seconds		
3.7 Add up to three lengths of time given in minutes and hours		

8.2.6 Component 6: measures

Outcomes	Subsumed Entry 2	Subsumed Entry 1
3.1 Add lengths, capacities and weights and compare the total to another total or a requirement		
3.2 Convert standard units of length, capacity and weight		
3.3 Compare and order lengths, capacities and weights in different standard units	2.2	1.1
3.4 Measure the perimeter of a simple shape	2.4	1.2
3.5 Choose an appropriate measuring instrument		
3.6 Read values from an appropriate scale		
3.7 Read and compare temperatures including temperatures with negative values		

8.2.7 Component 7: geometry

Outcomes	Subsumed Entry 2	Subsumed Entry 1
3.1 Recognise and name prisms, cylinders and cones		
3.2 Draw lines of symmetry on shapes or pictures		
3.3 Recognise and draw nets of cubes and cuboids		
3.4 Identify whether an angle is less or more than a right angle	2.5	
3.5 Identify horizontal, vertical and parallel lines		
3.6 Denote the position of a point on a grid by its coordinates or identify a point or item given its coordinates		
3.7 Use North (N), East (E), South (S) and West (W) to give directions or position from a map		

8.2.8 Component 8: statistics

Outcomes	Subsumed Entry 2	Subsumed Entry 1
3.1 Construct and interpret bar charts with the vertical axis scaled in ones or twos		1.3
3.2 Construct and interpret pictograms where one picture represents more than one item	2.4	
3.3 Extract numerical information from lists, tables, diagrams and charts		
3.4 Complete a frequency table given the original list of results	2.3	
3.5 Complete a tally chart and the resulting frequency table		
3.6 Compare two or more diagrams		
3.7 Solve one-step and two-step problems based on statistical information	2.5	1.2

Get help and support

Visit our website for information, guidance, support and resources at

You can talk directly to the Mathematics subject team:

E: maths@aqa.org.uk

T: 0161 957 3852

aqa.org.uk