



WJEC Entry Level/Level 1 Foundation Mathematics and Numeracy

Draft Specification

For teaching from September 2027
First Award 2029

This is a DRAFT specification. Centres should therefore expect some changes in the final version published in September 2026.

This specification meets the requirements of the following regulatory documents published by Qualifications Wales:

- [General Foundation Qualifications Approval Criteria](#) which set out requirements for any new General Foundation Qualification Approved for first teaching from September 2027 and beyond.
- [Standard Conditions of Recognition](#) which contains the rules that all awarding bodies and their qualifications must meet when offering qualifications to learners in Wales.

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Empowering learners, supporting teachers

As Wales' largest awarding body, we have over 75 years of experience in delivering trusted, high-quality qualifications that support learners, educators, and employers across Wales.

We provide a wide range of bilingual qualifications that are accessible, engaging, and designed to meet the needs of today's learners.

Our qualifications are backed by expert subject teams, high quality resources, and responsive, specialist support. Our work is guided and shaped through close collaboration with schools, colleges, regional consortia, sector experts and Qualifications Wales.

As the only awarding body offering qualifications in every suite of the 14-16 National Qualifications offer, we are proud to play a key role in supporting the Welsh Government's ambition to make education in Wales a source of national pride, and we remain committed to helping every learner achieve their potential and progress with confidence.

A strong foundation for future success

Our General Foundation Qualifications are designed to inspire and support learners, offering a two-year programme that is accessible and engaging. These qualifications help learners build confidence, develop essential knowledge, understanding skills, and enjoy meaningful success.

A key feature of our General Foundation Qualifications is their unitised structure, allowing learners to complete some assessments in Year 10 and others in Year 11. This flexible approach supports steady progression, reduces assessment pressure, and gives learners the opportunity to demonstrate achievement throughout the course.

The compensatory nature of our General Foundation Qualifications recognises learners' strengths across different units. Rather than requiring uniform performance in every area, this approach allows high achievement in one unit to offset lower performance in another, promoting an inclusive and supportive assessment experience.

Our General Foundation Qualifications build on the conceptual understanding learners have developed through their Curriculum for Wales learning from ages 3-14, and relate to and support the four purposes and the principles of progression. Although very distinct from GCSEs, we have designed them to provide a broad basis for progression onto our related GCSEs by focussing on similar skills and understanding.

Whether learners continue in the subject or not, they will gain valuable knowledge, understanding and skills, and a sense of accomplishment that prepares them for life, learning, and work.

WJEC Entry Level / Level 1 Foundation Mathematics and Numeracy

SUMMARY OF ASSESSMENT

Unit 1: Mathematics and Finance in Everyday Life

Portfolio: 3 hours

40% of qualification

60 marks

Summary of assessment

Set by WJEC, marked by the centre and moderated by WJEC.

This unit will be assessed by portfolio. Each learner's portfolio will include six completed tasks.

The tasks will be set by WJEC and will change annually. Centres will have flexibility around when they deliver the tasks.

A calculator will be allowed in this assessment.

Unit 2: Non-calculator Mathematics

Topic tests: 2 x 30 minutes

30% of qualification

40 marks

Summary of assessment

Set and marked by WJEC.

The unit will be assessed via two topic tests.

The topic tests will be based on:

- Test A: Number and Probability
- Test B: Algebra and Geometry

Both tests will include questions requiring objective responses and short answers assessing learners' knowledge and understanding of these topics.

Centres can select from digital and paper formats within a four-week assessment window.

A calculator will not be allowed in this assessment.

Unit 3: Data Handling and Measures

Practical assessment: 2 tasks (up to 2 hours each)

30% of qualification

40 marks

Summary of assessment

Set by WJEC, marked by the centre and moderated by WJEC.

For this assessment, learners will complete two practical assessments, totalling two hours.

- Assessment 1: Data handling
- Assessment 2: Measures

A calculator will be allowed in this assessment.

This is a unitised qualification.

There are two tiers of entry for Units 1 and 2 of this qualification:

Higher Tier: Entry 3 – Level 1

Foundation Tier: Entry 1 – Entry 3

Unit 3 is not tiered.

Learners may be entered at different tiers across units.

The order of units does not imply a prescribed teaching order.

Units 1 and 2 will be available from 2028, with Unit 3 available in 2029

The first award of the qualification will be 2029.

Qualification Approval Number: [Click here to enter accreditation number.](#)

WJEC Entry Level/Level 1 Mathematics and Numeracy

1 INTRODUCTION

1.1 Aims

WJEC Entry Level / Level 1 Foundation Mathematics and Numeracy supports learners to:

- explore a range of knowledge, skills and understanding in relation to mathematics and numeracy
- develop an understanding and appreciation of how mathematics and numeracy skills are used in different contexts and relate to one another
- use and apply mathematical symbols to create and solve problems use numerical skills to solve problems that are both within context and context free
- develop strategies to solve mathematical problems
- develop their financial literacy to support them in life and work
- use digital technology, including calculators, to help solve mathematical problems.

These aims are set out in Qualifications Wales' Approval Criteria.

1.2 Curriculum for Wales

This WJEC Entry Level / Level 1 Foundation Mathematics and Numeracy qualification is underpinned by the Curriculum for Wales framework and has been designed to ensure that learners can continue to make progress towards the four purposes whilst studying for this qualification. Central to this design are the [principles of progression](#), along with the [statements of what matters](#) and those [subject specific skills and concepts](#) outlined in the 'Designing your Curriculum' section of the Mathematics and Numeracy Area of Learning and Experiences

In developing this qualification, we have considered where there are opportunities to embed the cross-curricular themes and where there are opportunities for integral skills and cross-curricular skills to be developed. Appendix A provides a simple mapping, and information to support teachers will be provided in the Guidance for Teaching.

We have also considered where the qualification can generate opportunities for integrating the learning experiences noted on page 34. The Guidance for Teaching will include further information on integrating these learning experiences into delivery.

The WJEC Entry Level / Level 1 Foundation Mathematics and Numeracy qualification supports the Curriculum for Wales by:

- Supporting the statements of what matters by giving learners the opportunity to:
 - use the number system to represent and compare relationships between numbers and quantities
 - apply algebraic symbol systems to express the structure of mathematical relationships

- explore geometric relationships involving shape, space, and position, and use measurement to quantify phenomena in the physical world
- interpret data using statistics and model chance using probability to support informed inferences and decisions.
- Supporting the principles of progression (the five interdependent mathematical proficiencies) by encouraging learners to develop:
 - Conceptual understanding
 - Communication using symbols
 - Fluency
 - Logical reasoning
 - Strategic competence
- Supporting the subject specific aims set out in the Approval Criteria by enabling learners to:
 - explore a range of knowledge, skills and understanding in relation to mathematics and numeracy
 - develop an understanding and appreciation of how mathematics and numeracy skills are used in different contexts and relate to one another
 - use and apply mathematical symbols to create and solve problems
 - use numerical skills to solve problems that are both within context and context free
 - develop strategies to solve mathematical problems
 - develop their financial literacy to support them in life and work
 - use digital technology, including calculators, to help solve mathematical problems

1.3 Prior learning and progression

Although there is no specific requirement for prior learning, the qualification is designed primarily for learners between the ages of 14 and 16 and builds on the conceptual understanding learners have developed through their learning from ages 3 – 14.

The qualification allows learners to develop a strong foundation of knowledge, skills and understanding which supports progression to post-16 study and prepares learners for life, learning and work. The qualification provides a broad basis for progression onto GCSE Mathematics and Numeracy and other related qualifications. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

1.4 Guided Learning Hours and Total Qualification Time

WJEC Entry Level / Level 1 Foundation Mathematics and Numeracy has been designed to be delivered within 120 guided learning hours (GLH). The qualification has been primarily designed as a 2-year programme for learners in years 10 and 11. Centres have flexibility in how they structure and deliver their courses within the total GLH for the qualification. The amount of content within each unit and its weighting within the qualification provides an indication of the anticipated percentage of GLH required for each unit.

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both the GLH and additional time spent in preparation, study and some formative assessment activities. As General Foundation Qualifications are primarily designed for pre-16 entry-level

learners, all learning and assessment within the qualification is intended to be guided. Accordingly, the total qualification time has been set at 120 hours.

1.5 Use of language

As our understanding of diversity, equity, and inclusion evolves, so must our language. Updated terminology better reflects individual identities and fosters respect and accuracy. Language used should be specific as possible. Staying informed and adaptable is crucial, as inclusive language promotes dignity and equity. Recognising that language will continue to evolve, we will remain open to further amendments to ensure it accurately represents and supports all individuals. WJEC will inform centres of any amendments and the most up to date version of the specification will always be on the website.

1.6 Equality and fair access

This specification is designed to be accessible to all learners, regardless of gender, ethnicity, religion, culture, or any other protected characteristic as defined by the Equality Act 2010. These characteristics include age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Inclusive design principles have been applied throughout the qualification, including the use of clear and unbiased language and diverse examples. Every effort has been made to avoid, where possible, features that could unjustifiably create barriers to access or achievement.

Access arrangements and reasonable adjustments are available for eligible learners to ensure they can participate fully in assessments and demonstrate their knowledge and skills. These adjustments do not alter the intended demand of the assessment but support fair access. Guidance on access arrangements and reasonable adjustments is provided in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments: General and Vocational Qualifications*, available at www.jcq.org.uk.

This qualification adheres to the principles outlined in the JCQ guidance. As a result of inclusive design and provision for reasonable adjustments, very few learners should encounter a complete barrier to any part of the assessment process.

2 SUBJECT CONTENT

How to read the amplification

The amplification provided in the right-hand column uses the following stems:

- 'Learners should know' is used when learners are required to demonstrate factual knowledge.
- 'Learners should understand' is used when learners are required to demonstrate greater depth of knowledge and understanding.
- 'Learners should be able to' is used when learners need to apply their knowledge and understanding to a practical situation or demonstrate application of practical skills and techniques.

The use of the word 'including' indicates that the specified content must be taught and could be subject to assessment.

The use of the words 'for example' or 'such as' indicates that the specified content is for guidance only, and alternative examples could be chosen.

Amplified content has been presented in four columns - Entry 1, Entry 2, Entry 3 and Level 1 - in order to give clarity to teachers and learners and to show progression across levels.

The assessment will use a compensatory model, acknowledging that learners might be stronger in certain areas of mathematics than others. This allows learners to demonstrate skills across different columns from the specification without being limited to one particular level, and be awarded appropriately.

Units 1 and 2 are tiered. Foundation tier assessments will cover topics from Entry 1, Entry 2 and Entry 3 columns. Higher tier assessments will cover topics from Entry 3 and Level 1; since each level builds on the one before, for Higher tier, content from Entry 1 and Entry 2 is assumed, but assessments will be focused on Entry 3 and Level 1 topics.

Unit 3 is not tiered, therefore all content applies to all learners.

Unit 1

Mathematics and Finance in Everyday Life

Non-examination assessment - Portfolio

40% of qualification

60 marks

Set by WJEC, marked by the centre, moderated by WJEC

Overview of unit

The purpose of this unit is to:

- introduce and develop learners' understanding of topics and concepts relating to finance and to develop their financial literacy
- allow learners to use their knowledge and apply mathematical methods to personal and other real-world contexts, including those related to money and the workplace.

This unit will focus on:

- selecting and applying mathematical methods and techniques required for everyday life and the world of work, including the use of money and the application of financial mathematics in 'real world' contexts

Areas of content

- 1.1: Reading and writing currency
- 1.2: Personal/household finance and enterprise
- 1.3: Apply mathematical methods to personal contexts
- 1.4: The extraction, interpretation and presentation of information

1.1 Reading and writing currency				
In this unit learners will gain knowledge and understanding of:				
1.1.1 The monetary system used in the UK				
1.1.2 Comparison of values				
Content	Amplification			
	Entry 1	Entry 2	Entry 3	Level 1
1.1.1 The monetary system used in the UK	Learners should know:			
	That £1 is 100p.			
	Learners should be able to:			
	- Recognise and name common UK coins and notes up to and including £20 - Match coins and notes to their written values, for example, £1, 20p.			
	Write monetary values in figures and use correct symbols (£ and p), up to and including 20p and £20 in whole pounds.	Write monetary values up to and including £10 in figures and words, for example, £9.52 as “nine pounds, fifty two pence”.	Write monetary values up to and including £1,000 in figures and words, for example, £842.26 as “Eight hundred and forty	Write monetary values up to and including £1,000,000 in figures and words.

			two pounds, twenty six pence”.	
		Identify the place value of each digit in an amount of money expressed in pounds and pence up to and including £100.	Identify the place value of each digit in an amount of money expressed in pounds and pence up to and including £1,000.	Identify the place value of each digit in an amount of money expressed in pounds and pence up to and including £1,000,000.
1.1.2 Comparison of values	Learners should be able to:			
	Use relevant vocabulary to compare the value of money, including the same as, more than, less than, greater than, fewer than.			
	Identify whether there is enough money to buy a low-cost item, for example, 10p sweet, £1 drink.	- Compare prices and say which is cheaper or more expensive. - Order different coins and notes, for example, £10, £2, 50p, 2 × 20p	Compare prices for the same items and identify the best price including those given in pounds and pence, and pence, for example, £0.98 and 120p.	- Compare and order prices - Round to the nearest pound/pence.

1.2 Personal/household finance and enterprise

In this unit learners will gain knowledge and understanding of:

1.2.1 Calculations with money

1.2.2 Applying knowledge of money in context

Content	Amplification			
	Entry 1	Entry 2	Entry 3	Level 1
1.2.1 Calculations with money	Learners should be able to:			
	Count and combine small sets of coins to make totals up to and including 20p.	Add amounts of money in coins to find the total, for example, £1 + 50p + 5p + 2p.	- Add and subtract amounts of money in coins and notes, including totals over £10, and up to and including £1,000. - Use repeated addition to find the cost of repeated items, for example, $3 \times 75\text{p}$ as $75\text{p} + 75\text{p} + 75\text{p}$.	Carry out calculations involving addition, subtraction, multiplication, and division of money, including with pounds and pence.
	- Calculate the change from £1, for the cost of a single item up to the value of £1. - Calculate the change from £20, for the cost of a single item up to the value of £20 in whole pounds.	Calculate the change from £10, for the cost of a single item up to the value of £10.	Calculate the change from £5, £10, and £20 in real-life contexts.	Calculate costs of multiple items and apply discounts or simple offers, for example, 3 for £2, 10% off.
		Recognise that each £1 in £10 is 10% of £10.	Calculate 10% of multiples of £10 and £100 up to £1,000.	

1.2.2 Applying knowledge of money in context	Learners should understand the basic principles of personal/household finance and enterprise, including: - Understanding that bills, including phone, gas, electricity, need to be paid regularly. - Recognising and naming payslips, bank statements and bills as everyday financial documents - Understanding the concept of profit as making more money than you spend, and loss as making less money than you spend, in simple buying and selling activities. - Recognising that tax and National Insurance and other deductions are taken from wages. - Reading simple household bills and identifying the amount to be paid. - Checking that debits do not exceed the balance available. - Ordering debits and credits by value. - Knowing whether to round up or down as appropriate. - Totals or change required using a mixture of values in pounds and pence. - Recognising that foreign money has a different value and needs exchanging.			
	Learners should be able to: - Calculate simple savings, for example, saving £2 a week for 5 weeks. - Apply money skills to everyday situations, such as paying for bus fares or snacks. - Round prices to the nearest £, to estimate the total cost. - Calculate totals and change when buying and selling a small number of items. - Compare prices for best buys, for example, 2 for £1.50 or 80p each. - Use money calculations in workplace contexts, including checking invoices, payslips or expenses. - Apply problem-solving strategies to simple financial scenarios, including budgeting, planning shopping, comparing bills. - Interpret information about foreign money and describe why money			

				needs to be exchanged when travelling or buying goods from abroad.
		Recognise that 10% off an item costing £10 means you pay £9.	Calculate the cost of an item after a 10% discount, where the cost of the item is a multiple of 10 or 100, up to £1,000.	Calculate 10% discounts where 10% of a value gives pounds and pence, for example, 10% off £45 = £40.50

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1.3 Apply mathematical methods to personal contexts

In this unit learners will gain knowledge and understanding of:

1.3.1 The language of time in relation to their daily life

1.3.2 Measures and scales

1.3.3 Direction and position

Content	Amplification			
	Entry 1	Entry 2	Entry 3	Level 1
1.3.1 The language of time in relation to their daily life	Learners should be able to:			
	- Recognise and name days of the week and parts of the day (morning, afternoon, evening and night). - Say what time of day familiar activities happen, for example 'I eat breakfast in the morning'. - Use familiar vocabulary for time, including today, yesterday and tomorrow.	- Use the number of hours in a day and days in a week. - Use key sequencing words for time, including before, after, next and later. - Place daily events in a schedule, for example, school starts before lunch. - Relate the time of events to their own routine, for example, the bus comes at half past eight.	- Use the number of minutes in an hour, hours in a day and days in a week. - Use simple timetables or schedules, for example, knowing what time a film starts or a train is due to depart. - Estimate and compare the duration of common activities, for example, it takes about 20 minutes to walk to school. - Use timetables and schedules to plan journeys or activities. - Solve simple real-life problems involving time, for example, calculating how long an activity will take, or working out when to leave to catch a bus.	- Use the number of seconds in a minute, minutes in an hour, hours in a day, days in a week and months in a year. - Carry out calculations involving time within the same day. - Create simple plans and schedules.

	Match simple analogue and digital clock times to routines.	Read the hour and half an hour on an analogue and digital clock.	Read an analogue and digital clock in multiples of 5 minutes.	Read, write and use time shown on a 12-hour and a 24-hour clock.
1.3.2 Measures and scales	Learners should be able to:			
	Read a scale showing integer temperatures from zero to 20.		Read a scale showing temperatures above and below zero.	
	Compare temperatures as 'hotter' or 'colder'.	Compare positive integer temperatures.	Compare positive and negative integer temperatures.	Use a number line to calculate the difference between positive and negative numbers.
1.3.3 Direction and position	Learners should be able to:			
	Use mathematical vocabulary including left, right, forwards, backwards, in front, behind, under, above, below, to describe direction and position.	- Use the terms clockwise and anti-clockwise to describe a turn. - Identify a measure of turn through a given number of right angles.	Describe direction using the four compass points.	Recognise acute, obtuse and reflex angles.

1.4 The extraction, interpretation and presentation of information

In this unit learners will gain knowledge and understanding of:

1.4.1 The extraction, interpretation and presentation of information

Content	Amplification			
	Entry 1	Entry 2	Entry 3	Level 1
1.4.1 The extraction, interpretation and presentation of information	Learners should be able to:			
	- Extract simple information from familiar visual representations including an infographic. - Recognise and name basic features of a calendar, including days of the week and parts of the day.	Recognise that information can be presented in different ways, including infographics, schedules, tables and calendars.	Recognise that information can be presented in additional ways, including timetables and charts.	Apply information from visual data to create plans and schedules that may involve multiple steps.
	Match objects or events to symbols or words in a table, for example, Monday and Doctor's appointment.	Read and interpret information from simple tables, schedules and calendars, for example, 'On which day is the class trip?'	Make comparisons in simple visual data, for example, identifying which screens and times a particular film is being shown at a cinema.	Apply understanding in less familiar contexts such as interpreting a health infographic, a simple weather chart or holiday booking information.

Unit 2

Non-calculator Mathematics

Topic tests – 1 hour (2 x 30 minutes)

30% of qualification

40 marks

Set by WJEC, marked by WJEC

Overview of unit

The purpose of this unit is to:

- develop learners' procedural fluency through exploring mathematical topics and concepts that do not require the use of a calculator.

This unit will focus on:

- non-calculator number work, algebra, geometry and probability.

Areas of content

- 2.1: Reading and writing numbers
- 2.2: Proficiency in calculations
- 2.3: Probability
- 2.4: Algebra
- 2.5: Geometry

2.1 Reading and writing numbers

In this unit learners will gain knowledge and understanding of:

- 2.1.1 Place value
- 2.1.2 Equivalent values
- 2.1.3 Ordering numbers
- 2.1.4 Rounding and estimation

Content	Amplification			
	Entry 1	Entry 2	Entry 3	Level 1
2.1.1 Place value	Learners should be able to:			
	Read and write numbers expressed in figures or words, up to and including 20.	Read and write numbers expressed in figures or words, up to and including 100.	Read and write numbers expressed in figures or words, up to and including 1,000.	Read and write numbers expressed in figures or words, up to and including 1,000,000.
		Identify the place value of each digit in a number up to 100.	Identify the place value of each digit in a number up to 1000 including those written in decimal form to 1 decimal place.	Identify the place value of whole numbers up to 1,000,000 including those written in decimal form up to 2 decimal places.

2.1.2 Equivalent values	Learners should be able to: - Recognise halves and quarters of shapes or objects as parts of a whole. - Find halves and quarters of amounts. - Recognise common fraction equivalents - Recognise common fraction, decimal and percentage equivalents including $\frac{1}{2} = 50\% = 0.5$, $\frac{1}{4} = 25\% = 0.25$. - Recognise and write simple fractions such as $\frac{1}{2}, \frac{1}{4}, \frac{3}{4}, \frac{1}{3}$ - Compare fractions with the same denominator, such as, $\frac{1}{3}$ is less than $\frac{2}{3}$. - Recognise additional common fraction, decimal and percentage equivalents including those for $\frac{3}{4}$ and multiples of $\frac{1}{10}$ - Order and compare fractions, decimals and percentages such as 0.5, 25%, $\frac{1}{4}$, 0.75, $\frac{3}{4}$			
2.1.3 Ordering numbers	Learners should be able to: Use relevant vocabulary to compare the value of whole numbers up to 20, including the same as, more than, less than, greater than and fewer than.			
	Order whole numbers up to and including 20.	- Order whole numbers up to and including 100. - Order simple fractions with a numerator restricted to 1.	- Order whole numbers up to and including 1,000. - Order whole numbers and decimals up to 1 decimal place, such as 2, 1.8, 3.0.	- Order whole numbers up to and including 1,000,000 - Order whole numbers and decimals up to 2 decimal places, such as 2, 1.8, 2.05, 1.99, 3.0.

2.1.4 Rounding and estimation	Learners should be able to: • Place numbers up to 20 on a number line and identify the nearest 10. • Round whole numbers to the nearest 10. • Round whole numbers to the nearest 10, 100. • Round decimals, given to 1 decimal place, to the nearest whole number. • Round whole numbers to the nearest 10, 100, 1,000 etc. • Round decimals to one decimal place. • Estimate solutions to numerical calculations by approximating the numbers in the calculations to whole numbers only.			
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2.2 Proficiency in calculations

In this unit learners will gain knowledge and understanding of:

- 2.2.1 Mathematical symbols
- 2.2.2 Addition and subtraction
- 2.2.3 Multiplication and division
- 2.2.4 Properties of numbers

Content	Amplification			
	Entry 1	Entry 2	Entry 3	Level 1
2.2.1 Mathematical symbols	Learners should be able to:			
	Recognise and interpret the symbols +, – and =.	Recognise and interpret the symbols +, – , x, ÷ and =.	Recognise the index notation for squared.	- Recognise the meaning of the symbol $\sqrt{\quad}$. - Recognise the meaning of brackets in a calculation. - Recognise the order of preference of operators.
2.2.2 Addition and subtraction	Learners should understand:			
	The vocabulary of addition and subtraction including add, subtract, minus, take away.	- Additive relationships such as number bonds. - The term ‘difference’ as the need to find out how many more or fewer one total is compared to another.	The vocabulary sum, difference and total.	
	Learners should be able to:			
	Use objects or a number line to add single-digit numbers up to 20.	Add two digit numbers that total up to 100.	Add and subtract whole numbers up to 1,000 and decimals up to two decimal places.	Correctly apply the order of mathematical operations for addition and subtraction, including the use of brackets.

	Identify that subtraction is the reverse of addition.	- Subtract a single-digit number from a two digit number - Use addition to check subtraction.		Add proper fractions with the same denominator, for example, $\frac{3}{8} + \frac{4}{8}$.
2.2.3 Multiplication and division	Learners should understand:			
	The meaning of the term 'double'.	The vocabulary of multiplication and division including multiply, times, half, divide, group, share.		
	Learners should be able to:			
	- Use the term 'double'. - Group or share objects and small quantities into equal-sized groups.	- Recall and calculate multiplication of numbers up to 10 with tables 2, 3, 4, 5, and 10. - Identify that division is the reverse of multiplication. - Find half of an even number. - Find quarter of a number divisible by 4.	- Recall and calculate multiplication of numbers up to 10×10. - Apply knowledge of multiplication tables to division and to solve problems.	Correctly apply the order of mathematical operations for multiplication and division, including the use of brackets.
		Understand multiplicative relationships, for example, $2 \times 3 = 3 \times 2$.	Multiply a positive 1 or 2-digit integer by 10.	- Multiply two digit and three digit numbers by a two digit number. - Multiply and divide a whole number or decimal by 10 or 100, for example, $400 \div 100$ 3.6×10 $4.5 \div 10$

				2.75×100
			- Calculate a unit fraction of an amount, such as $\frac{1}{5}$ of 20. - Calculate 1%, 10%, 25%, 50%, 75% of an amount.	- Calculate a fraction of an amount, such as $\frac{4}{5}$ of 30. - Calculate a percentage of an amount such as 15% of 480.
2.2.4 Properties of numbers	Learners should be able to:			
	Recognise odd and even numbers	Use the common properties of numbers, including multiples and factors, for the 2, 5 and 10 multiplication tables.	Use the common properties of numbers, including multiples and factors, for multiplication tables up to 10×10.	- Extend the use of common properties of numbers, including finding common factors or multiples of two numbers, such as 12 and 18 - Understand that square numbers have an odd number of factors.
			Identify a square number up to and including 100.	- Identify the square root of a square number up to and including 100. - Identify the first five prime numbers 2, 3, 5, 7, 11.

2.3 Probability

In this unit learners will gain knowledge and understanding of:

2.3.1 The language of probability

Content	Amplification			
	Entry 1	Entry 2	Entry 3	Level 1
2.3.1 The language of probability	Learners should know:			
				The meaning of the terms 'an even chance', 'certain', 'likely', 'unlikely' and 'impossible'
	Learners should be able to:			
			Understand and use the terms 'will happen', 'could happen', 'will not happen' to describe the likelihood of events.	- Understand and use the vocabulary of probability, including the ideas of uncertainty and risk. - Understand and use the probability scale from 0 to 1, including placing events on a probability scale.

2.4 Algebra

In this unit learners will gain knowledge and understanding of:

2.4.1 Function machines

2.4.2 Equations and formulae

2.4.3 Sequences

2.4.4 Coordinates on an (x, y) plane

Content	Amplification			
	Entry 1	Entry 2	Entry 3	Level 1
2.4.1 Function machines	Learners should be able to:			
	Calculate an output from a one-step function machine.	- Calculate an output from a two-step function machine. - Calculate the input from a one-step function machine.	- Calculate an input from a two-step function machine. - Substitute a positive integer into a simple one-step formula expressed in words.	- Use the basic conventions of algebra such as: $3a$ in place of $a + a + a$ or $3 \times a$ y in place of $1y$ a^2 in place of $a \times a$ $\frac{a}{b}$ in place of $a \div b$ - Substitute whole numbers into simple formulae with up to two steps expressed in words or symbols. - Write an expression involving a sum, difference or product.

2.4.2 Equations and formulae	Learners should be able to:			
	Interpret the use of a symbol to represent 'a number that needs to be added on', for example, $7 + t = 10$	Interpret the use of a symbol as an unknown number, for example, $\blacklozenge + \blacklozenge = 12$.	Interpret the use of a letter to stand for an unknown number involving addition up to a total of 50, for example, $x + 4 = 10$, $y + y = 20$.	
	Find the value of an unknown number by 'adding on'.	Find possible values that can be added to equal a number.	Solve linear equations involving addition.	Solve linear equations involving addition, subtraction or a product e.g, $7x = 14$, $10 - x = 3$.
2.4.3 Sequences	Learners should be able to:			
	- Use the terms first, second, third, fourth and fifth to sequence events. - Identify the first, second, third, fourth and fifth items in a sequence.			
	Complete a sequence increasing or decreasing in steps of two in the interval 0 to 20.	Complete a sequence increasing or decreasing in steps of 2, 3, 5 or 10 in the interval 0 to 100.	- Continue a simple number sequence and describe the rule to find the next term. - Continue a sequence of diagram patterns.	- Calculate the next term of a linear sequence. - Describe, in words, the rule for continuing a linear sequence.

2.4.4 Coordinates on an (x, y) plane	Learners should be able to: • Use everyday descriptors to identify a position, for example, 'front row, third seat from the left', 'top right square'. • Use naming conventions to describe a position on a plan or map, for example, F4 as a particular seat in a cinema, or square B3 on a simple map. • Plot points and locate co-ordinates in the first quadrant. • Plot points and locate co-ordinates in all four quadrants.			
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2.5 Geometry

In this unit learners will gain knowledge and understanding of:

2.5.1 Properties of shapes

2.5.2 Perimeter and area

Content	Amplification			
	Entry 1	Entry 2	Entry 3	Level 1
2.5.1 Properties of shapes	Learners should be able to:			
	Name common 2D and 3D shapes including circle, square, rectangle, triangle, cube, sphere, cylinder, pyramid and cone.	Name common 2D and 3D shapes in addition to those at Entry 1, including pentagon, hexagon, semi-circle and cuboid.	Name common 2D and 3D shapes in addition to those at Entry 2, including parallelogram, octagon, right-angled triangle, isosceles triangle, equilateral triangle, scalene triangle and a triangular prism.	Name parts of a circle; radius, diameter, tangent, circumference, chord.
	Sort shapes by their properties, including straight edges, corners and faces.	- Identify reflection as a mirror image of a shape in a vertical line of symmetry. - Use the term 'symmetrical' to describe or identify shapes.	- Identify vertical and horizontal lines of symmetry. - Identify the horizontal or vertical reflection of a shape. - Identify when a shape has rotational symmetry.	Reflect a shape in a vertical or horizontal mirror line.

2.5.2 Perimeter and area	Learners should know:			
	That perimeter is the distance around the outline of a shape.	That area is the amount of space on the surface of a shape.		The notation of dashed marks on two or more sides of a shape to identify sides of equal length.
	Learners should be able to:			
		Find the perimeter or area of a rectangle drawn on cm squared paper.	Find the perimeter or area of a rectangle not drawn on squared paper.	- Calculate the perimeter of the special triangles isosceles and equilateral. - Calculate the perimeter and area of simple rectilinear shapes not drawn on squared paper. - Estimate the area of irregular shapes by counting squares and part squares.

Unit 3

Data handling and measures

Practical assessment – 2 tasks (up to 2 hours each)

30% of qualification

40 marks

Set by WJEC, marked by the centre, moderated by WJEC

Overview of unit

The purpose of this unit is to:

- introduce and develop learners' understanding of topics and concepts relating to data handling and measures
- enable learners to apply the associated mathematical knowledge and skills to a 'real world' context.

This unit will focus on:

- selecting and applying methods and techniques relating to data handling and measures to represent, analyse and interpret information in a 'real world' context
- communicating mathematical information in a variety of forms.

Features of effective mathematical enquiry can be found in Appendix B.

Unit 3

Learners need to develop their mathematical skills in the following:

- 3.1: Investigating, collecting and recording data
- 3.2: Organising and representing data
- 3.3: Analysing and interpreting data
- 3.4: Measures used in everyday life

Section	Amplification
3.1: Investigating, collecting and recording data	Learners should be aware of: • different methods of collecting data and their limitations • different ways to sort and group data Learners should be able to: • select an appropriate method to collect data for an investigation and explain their choice. • collect and record data for an investigation. • check data and correct any errors that may affect results • sort or group data in an appropriate way
3.2: Organising and representing data	Learners should be aware of: • different methods of organising and presenting data • how the choice of labels, scales, intervals and titles affects the interpretation of data Learners should be able to: • select an appropriate way to organise and present data • use correct labels, scales, intervals and titles
3.3: Analysing and interpreting data	Learners should be aware of: • different methods used to interpret data Learners should be able to: • identify features of data • make comparisons and identify patterns in data • form a conclusion following an investigation
3.4: Measures used in everyday life	Learners should be aware of: • different measuring instruments • the effect of inaccurate measurements Learners should be able to: • recognise and distinguish between different types of everyday measures • use measuring instruments to measure quantities • read and interpret scales and measures • compare measures

Opportunities for integration of learning experiences

WJEC Entry Level / Level 1 Foundation Mathematics and Numeracy generates opportunities for the following learning experiences to be developed (experiences will not be directly assessed):

- Work both independently and collaboratively.
- Gain experience and appreciation of the role mathematics plays in other subjects and areas of the curriculum.
- Gain awareness and appreciation of some of the different careers and work-related areas that draw upon mathematics.
- Access rich tasks that invoke curiosity, build resilience and require learners to be resourceful.
- Undertake practical work that allows Learners to apply their mathematical skills inside and outside of the classroom setting.
- Encounter familiar and unfamiliar problems.

Further amplification of the opportunities to develop cross-cutting themes, cross-curricular skills and integral skills can be found in Appendix A. The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences into delivery.

3 ASSESSMENT

The Assessment Pack will include all detailed information relating to assessment.

3.1 Assessment Objectives and Weightings

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

AO1

Recall and use their knowledge of the prescribed content

AO2

Select and apply mathematical methods

AO3

Interpret and analyse problems and use mathematical reasoning to solve them.

The table below shows the weighting of each assessment objective for each unit and for the qualification as a whole.

	AO1	AO2	AO3	Total
Unit 1	20%	12%	8%	40%
Unit 2	24%	6%	-	30%
Unit 3	6%	12%	12%	30%
Overall weighting	50%	30%	20%	100%

3.2 Assessment Overview

Unit 1: Mathematics and Finance in Everyday Life

This unit will be assessed by portfolio. Each learner's portfolio will include six completed tasks. Each task will explore a range of mathematical skills set in a real-life context.

The tasks will be set by WJEC and will change annually. Learners will have the flexibility to complete these portfolio tasks over the course of a year. The portfolio will be marked by the centre and moderated by WJEC.

Centres will be able to select from two sets of tasks for their learners (foundation and higher tiers). Both sets of tasks will have two common tasks.

Set 1 (foundation tier): Tasks 1-6

Set 2 (higher tier): Tasks 5-10

Calculator will be allowed for the assessment of this unit.

Unit 2: Non-calculator Mathematics

For this assessment, learners are required to take two topic tests.

Test A: Number and Probability

Test B: Algebra and Geometry

The tests will include mostly context-free mathematical questions, testing learners' underpinning mathematical knowledge and skills.

Centres will be able to select from two sets of tests for their learners (foundation and higher tiers).

Set 1 (foundation tier): Test covering mathematical topics from Entry 1 – Entry 3

Set 2 (higher tier): Tests covering mathematical topics from Entry 3 – Level 1.

Calculator will **not** be allowed for the assessment of this unit.

The topic tests will consist of a variety of question types including multiple choice questions (MCQ), objective test questions (OTQ) and short answer questions and will be available in both digital and paper formats. Each test will be worth 20 marks each, totalling 40 marks.

The topic tests will be available for completion within a four week-long window with the first assessment in Summer 2028.

Centres will have the choice to complete these tests on-screen or on paper.

Each topic test takes 30 mins to complete. A candidate does not have to complete all tests in the same session but must complete each individual test within a session.

The test must be sat under invigilated examination conditions. This could be done in a classroom. Please see JCQ requirements: <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations> for details.

The tests will be set and marked by WJEC.

Unit 3: Data handling and measures

For this assessment, learners will complete two practical assessments, totalling up to four hours.

Task 1: Data handling

Task 2: Measures

WJEC will set out the generic tasks and the mathematical and numerical skills that a learner must evidence within their practical assessments. These skills will remain static for the lifetime of the qualification. Centres will have the flexibility to contextualise tasks to reflect real-world contexts and will allow learners to generate the necessary evidence.

These assessments will be marked by the centre and moderated by WJEC.

The assessments for this unit will not be tiered.

Calculator will be allowed for the assessment of this unit.

3.3 Managing the assessment

All units are assessed through non-examination assessment. Non-examination is structured across three key stages: task setting, task taking, and task marking.

All non-examined assessment (NEA) must adhere to the instructions included in *JCQ's Instructions for Conducting Non-Examination Assessments (Vocational and Technical Qualifications)*. Please note that the JCQ guidance for *GCE and GCSE Specifications* is **not** applicable to this qualification.

Task Setting

Assessment packs are provided for each unit in line with the arrangements set out in 3.2.

Task Taking

The completion of non-examination assessment is guided by controls in five areas: time, resources, supervision, authentication and collaboration.

- **Time:** Each assessment pack specifies the total time available or will state that there is no time restriction; a suggested time per task is provided although candidates may allocate this time across tasks as appropriate.
- **Resources:** Any specific resource requirements will be outlined in the assessment pack.
- **Supervision and authentication:** Learners should normally be supervised by a teacher while completing assessment tasks. Teachers may clarify task requirements but must not provide feedback on the evidence being produced.
- **Collaboration:** Group work is permitted only where specified. Individual contributions must be clearly identifiable and assessed independently to ensure fairness. Learners must provide individual responses, and evidence must be attributable to each learner. Authentication sheets must be signed by both the teacher and the learner.

Task Marking for internally assessed non-examination assessment (Units 1 and 3)

All marking must be carried out by a designated teacher with appropriate subject expertise, using the marking criteria provided in the assessment pack. Evidence must align with the expectations set out in the assessment pack.

Written evidence must be annotated to show how it meets the marking criteria.

Where required, performance evidence (e.g. presentations) must be documented using observation records that include descriptive and summative comments.

Teachers are responsible for ensuring that:

- assessment is conducted in line with the expectations of the assessment pack and JCQ guidance
- judgements are made solely against the performance band statements
- evidence is authentic, clearly annotated, and accurately recorded
- when used, observation records contain sufficient detail to support assessment decisions.

3.4 Resubmission of internally assessed non-examination assessments

In Units 1 and 3 where the NEA is assessed by the centre, teachers may allow a learner one opportunity to improve their evidence and resubmit it for marking before the final marks are submitted for moderation. This process is referred to as resubmission.

Internal assessment must be scheduled to allow sufficient time for this resubmission window, where needed, prior to external moderation. Learners must complete the full assessment before their work is initially marked, and any resubmission is authorised.

Any feedback provided to learners must:

- be factual, based on what has been observed in their work
- avoid directing learners on how to improve their mark
- be documented and made available for external moderation if requested.

Teachers must not:

- permit multiple resubmissions based on minor changes following feedback
- allow learners to add, amend, or remove any work after a resubmission has been marked.

Learners are not required to produce an entirely new set of evidence for a resubmission. They should focus only on the areas where they did not achieve the desired mark. As a result, they may not need the full time indicated in the assessment pack, although they can use up to the full allocation if necessary. The assessment pack indicates the approximate amount of time that learners should spend completing each task. Where learners are focusing on specific tasks for resubmission, the time allowed should not exceed the total suggested time allocated to those tasks.

There is no need to create a separate candidate mark submission sheet for resubmission; the original sheet can be updated with revised marks and additional comments. Centres should maintain internal records of resubmissions to provide a clear audit trail, which will be helpful if queries arise. Only the final marks and evidence need to be submitted for external moderation.

Once marks have been submitted for moderation, no further resubmission of the same assessment is permitted. Learners have one opportunity to resit the assessment in a future assessment series. When resitting an assessment, centres must ensure that learners are using the assessment brief released for that series. (see Section 5.4).

Please note – For Unit 2, teachers **must not** allow a learner an additional opportunity to improve their evidence before the work is submitted to WJEC for marking. **Teachers must follow the instructions included in the assessment pack.**

DRAFT

4 MALPRACTICE

Before the course starts, the teacher is responsible for informing candidates of WJEC's regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of work for Entry Level / Level 1 Foundation Mathematics and Numeracy.

Information regarding malpractice is available in our [Guide to preventing, reporting and investigating malpractice](#).

All cases of suspected or actual malpractice must be reported immediately to WJEC (malpractice@wjec.co.uk). If candidates commit malpractice, they may be penalised or disqualified from the examinations.

In all cases of malpractice, centres are advised to consult the JCQ booklet [Suspected Malpractice: Policies and Procedures](#).

5 TECHNICAL INFORMATION

5.1 Making entries

This is a unitised qualification. Candidates are entered for each unit separately.

Assessment opportunities will be available in the summer series until the end of the life of this specification.

Units 1 and 2 will be available for submission in June 2028 and (every June thereafter). Unit 3 will be available for submission in June 2029 (and every June thereafter).

Entry for individual units must be made by submitting the relevant unit shown below:

		Entry Codes	
		English medium	Welsh medium
Unit 1	Higher tier Portfolio		
	Foundation tier Portfolio		
Unit 2	Higher tier Topic tests – Paper-based		
	Higher tier Topic tests – On-screen		
	Foundation tier Topic tests – Paper-based		
	Foundation tier Topic tests – On-screen		
Unit 3	Practical Assessments		

5.2 Qualification entry

The qualification will be awarded for the first time in summer 2029.

Candidates will be entered for the qualification when entering for aggregation (cash-in).

Aggregation does not take place automatically; it is necessary to enter the relevant code for aggregation to take place.

	English medium	Welsh medium
Cash-in code		

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

5.3 Grading, awarding and reporting

WJEC Entry Level / Level 1 Foundation Mathematics and Numeracy is reported on a 4 point scale: Entry 1 Pass, Entry 2 Pass, Entry 3 Pass and Level 1 Pass (where Level 1 Pass is the highest grade). Candidates who do not achieve the uniform marks required to achieve a Entry 1 Pass will have their achievement recorded as U (unclassified) and will not receive a certificate.

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

	MAX.	Weighting	UMS	Level 1	Entry 3	Entry 2	Entry 1
Unit 1	60	40%	100	80	60	40	20
Unit 2	40	30%	75	60	45	30	15
Unit 3	40	30%	75	60	45	30	15

For Unit 1, the maximum uniform mark available on the foundation tier of the assessment will be 79 (i.e. 1 uniform mark less than the minimum needed to achieve a Level 1 on the unit). For Unit 2, the maximum uniform mark available on the foundation tier of the assessment will be 59.

The mark achieved in this assessment will have an equivalent UMS which will contribute towards the qualification.

	MAX.	Weighting	UMS	Level 1	Entry 3	Entry 2	Entry 1
Subject Award	100	100%	250	200	150	100	50

5.4 Resitting assessments

Candidates may resit Unit 2, the each WJEC marked assessment, twice (three attempts in total). The better uniform mark score from the three attempts will be used in calculating the final overall grade.

Candidates may resit Unit 1 and Unit 3, the centre marked assessments, once (two attempts in total). The better uniform mark score from the two attempts will be used in calculating the final overall grade.

When resitting an assessment, the candidate must submit a new assessment, completed within the same levels of control. They cannot improve previously submitted work.

If a candidate has been entered for an assessment but is marked absent (a), the absence does not count as an attempt.

If a candidate is recorded as being awarded '0' marks, then it will be assumed that the evidence generated for assessment was not worthy of credit; this will be counted as an attempt.

When resitting an assessment, provided that the candidate has not exceeded the maximum number of attempts, marks from the other units will be carried forward.

If a candidate exceeds the number of attempts for any of the assessments, they will be required to retake the qualification.

5.5 Retaking the qualification

If a candidate enters Unit 2, the WJEC marked assessment for a fourth time or Units 1 or 3, the centre marked assessments, for a third time, they must re-enter and retake all assessments.

When retaking a qualification, a candidate may have up to three attempts at Unit 2, the WJEC marked assessment, and up to two attempts at Units 1 and 3, the centre marked non-examination assessments. However, no results from units taken prior to the retake can be used in aggregating the new grade(s).

Appendix A: Opportunities for embedding elements of the Curriculum for Wales

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3
Cross-cutting Themes			
Local, National & International Contexts	✓		✓
Sustainability	✓		✓
Relationships and Sexuality Education	✓	✓	✓
Human Rights Education	✓	✓	✓
Careers and Work-Related Experiences	✓	✓	✓
Cross-curricular Skills - Literacy			
Listening	✓	✓	✓
Reading	✓	✓	✓
Speaking	✓	✓	✓
Writing	✓	✓	✓

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3
Cross-curricular Skills - Numeracy			
Developing Mathematical Proficiency	✓	✓	✓
Understanding the number system helps us to represent and compare relationships between numbers and quantities	✓	✓	✓
Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world	✓	✓	✓
Learning that statistics represent data and that probability models chance help us make informed inferences and decisions	✓		✓
Digital Competence			
Citizenship			
Interacting and Collaborating			
Producing			✓
Data and Computational Thinking			✓

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3
Integral Skills			
Creativity and Innovation	✓	✓	✓
Critical Thinking and Problem Solving	✓	✓	✓
Planning and Organisation	✓	✓	✓
Personal Effectiveness	✓	✓	✓

Appendix B – Unit 3: Features of Effective Mathematical Enquiry

- 3.1: Collecting and recording data
- 3.2: Organising/Representing data
- 3.3: Analysing/Interpreting data
- 3.4: Measures used in everyday life

3.1 Collecting and recording data

In this unit learners will gain knowledge and understanding of:

- 3.1.1 Investigating, collecting and recording data
- 3.1.2 Sorting items

Content	Amplification			
	Entry 1	Entry 2	Entry 3	Level 1
3.1.1 Investigating, collecting and recording data	Learners should be able to: - Investigate, collect and record discrete data, up to 20 items, found in their own environment, such as in a classroom or at home. - Collect results in a structured way, including ticks, pictures and tally.	- Investigate, collect and record discrete data found in familiar contexts, such as a local shop or park. - Complete a frequency table and interpret frequency as the number of times a value occurs. - Check whether the desired number of items has been collected.	- Investigate, collect and record discrete data in an organised way, such as in a table. - Recognise the consequences of decisions when recording data, including recognising that errors in recording affect results and comparison.	- Plan and carry out an investigation to collect and record discrete data from a range of contexts. - Complete a tally chart for grouped discrete data, for example, 0-9, 10-19, 20-29.

3.1.2 Sorting items	Learners should be able to:			
	Sort and classify items into two groups using a single criterion such as colour, shape or size, including sorting into a Venn diagram with separate circles.	Sort and classify items using two criteria including use of a Venn diagram with two overlapping circles in a practical situation.	- Sort and classify items into a Venn diagram and Carroll diagram, including a Venn diagram with overlapping circles and items that are outside the circles. - Explain choices when sorting data.	Complete a two-way table.

3.2 Organising/Representing data

In this unit learners will gain knowledge and understanding of:

3.2.1 Organising and representing data

Content	Amplification			
	Entry 1	Entry 2	Entry 3	Level 1
3.2.1 Organising and representing data	Learners should be able to:			
	Create a block diagram and a pictogram with an image representing a single data item.	Create a bar chart where each bar represents a single item.	Create line graphs and pictograms where an image can represent more than one item.	- Create a bar chart from equally grouped data. - Create a pie chart in situations where 360° is divisible by the total frequency.

3.3 Analysing/Interpreting data

In this unit learners will gain knowledge and understanding of:

3.3.1 Analysing and interpreting data

Content	Amplification			
	Entry 1	Entry 2	Entry 3	Level 1
3.3.1 Analysing and interpreting data	Learners should be able to:			
	Identify the most common item, for example, the largest slice in a pie chart, tallest bar in a bar chart.	Read and compare values in a bar chart or a vertical line graph.		- Interpret a pie chart. - Read values in a dual bar chart.
		Make simple comparisons when looking at sets of data, for example, more than, less than, most popular, least popular, difference between totals.	Make comparisons between different graphs including bar charts, pictograms and simple line graphs..	Independently draw a basic conclusion such as spotting a simple trend on a line graph.
	- Order a small list of numbers to find the highest and lowest values. - Share up to 20 physical items equally among 2, 4, 5 or 10 people to informally find the mean.	- Order a small list of numbers to find the mode, and the range. - Find a mean average informally by sharing a total into equal groups.	Find the mode, median of an odd number of values, mean and range of a small list of up to 10 numbers.	- Find the median of an even number of values. - Calculate the mean for more than 10 numbers. - Make comparisons between the mode, median or mean for two sets of data, each with up to 10 numbers.

3.4 Measures used in everyday life

In this unit learners will gain knowledge and understanding of:

3.4.1 Measures

Content	Amplification			
	Entry 1	Entry 2	Entry 3	Level 1
3.4.1 Measures	Learners should be able to:			
	- Describe and make comparisons in words between items of different length, width, height, mass or capacity. - Order items by size, weight or length. - Understand the purpose of simple measuring instruments including a ruler, weighing scales, measuring jug and clock.	Use everyday standard metric units of measure including metres and centimetres, grams and kilograms, litres and millilitres, hours and minutes, degrees Celsius, and pounds and pence, in familiar practical contexts.	Use metric measures of length, mass and capacity to compare and order objects.	Convert between metric units of length, mass and capacity such as 450 cm to metres, 2.5 kg to grams and 750 ml to litres.
	Read simple unit scales from 0 to 20.	Read integer values on a scale, including tape measures and weighing scales, for values up to 100.	Use suitable instruments to measure length, mass and capacity to half, quarter and tenth intervals, such as 7.8 cm.	Use suitable instruments to measure length, mass and capacity to a greater degree of accuracy, including scales with a greater number of intervals such as a scale marked at 10 g intervals up to 100 g, and non-digital scales with decimal values up to 2 decimal places.

		Choose an appropriate unit of metric measure in a simple, familiar context, such as using litres not metres to measure volume of water.	Identify suitable metric units for measurements, for example, height of a house in metres not centimetres, mass of a spoon in grams not kilograms.	Make sensible estimates of metric measurements in everyday situations.
	Identify an end point such as when a timer has finished or at what point water reaches a marked line on a jug.	Recognise when results are reasonable, such as noticing when something is too heavy or too light.	Show an understanding of consequences relating to measurements, such as inaccurate measuring affects the outcome of a recipe.	Perform calculations with measures in routine contexts, such as simple scaling of a recipe by small whole numbers.