

# Entry Level Certificate in Mathematics

## Specification

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Pearson Edexcel Entry Level Certificate in Mathematics (NMA0)

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*First certification from June 2018*

Issue 1





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# 1 Introduction

## Why choose the Pearson Edexcel Entry Level Certificate in Mathematics?

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We've listened to feedback from all parts of the mathematics subject community and taken this opportunity to redesign the Entry Level Certificate so that it complements the GCSE (9–1) Mathematics. This means that students can develop underpinning mathematical skills and understanding to enable them to progress towards study of the GCSE (9–1) Mathematics.

**Easy to co-teach with GCSE (9–1) Mathematics** – the content of our new specification is based on the key underpinning skills and concepts of GCSE (9–1) Mathematics, with new topics at Entry Level 3 carefully selected from the more accessible topics in GCSE (9–1) Mathematics.

**Assessments designed to encourage progression to GCSE** – we've introduced calculator and non-calculator tests at Entry Level 3 and redesigned our assessment objectives to support progression to GCSE (9–1) Mathematics.

**Designed around the needs of students working at this level** – every aspect of our new qualification is based around enabling Entry Level students to show what they can do – from the carefully selected content and clearly-worded questions, to the level-targeted tests that assess small increments of progress, and the assessments taken when the student is ready.

**Straightforward to administer and manage** – all the assessments in our qualification are 100% externally set and internally marked, with a manageable number of assessment components at each level.

# Supporting you in planning and implementing this qualification

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## Planning

- Our **Getting Started** guide gives you an overview of the new Entry Level Certificate qualification to help you to get to grips with the changes to content and assessment and to help you understand what these changes mean for you and your students.
- We will give you an editable **scheme of work** you can adapt to suit your department.
- **Our mapping documents** highlight the touch points between the new ELC and the GCSE (9–1) in Mathematics, as well as highlighting the differences between the content of the legacy and the new Entry Level Certificate specifications.

## Teaching and learning

There will be free teaching and learning support to help you deliver the new qualification, including:

- sources of resources
- free online **Getting Ready to Teach** events to support you in delivering the new qualification.

## Preparing for exams

We provide a range of resources to help you to prepare your students for the assessments, including:

- sample assessment materials to support formative assessment practice
- extra tasks to help develop students' communication and problem solving skills.

## Get help and support

### Mathematics Emporium – support whenever you need it

The renowned Mathematics Emporium helps you to keep up to date with all areas of mathematics throughout the year. It is also a rich source of past questions and, of course, gives you access to our in-house expert Graham Cumming and his team.

### Sign up to get Emporium emails

Get updates on the latest news, support resources and training, and alerts for entry deadlines and key dates direct to your inbox.  
Just email [mathsemporium@pearson.com](mailto:mathsemporium@pearson.com) to sign up.

### Emporium website

Over 15 000 documents relating to past and present Pearson and Edexcel Mathematics qualifications available free. Visit [www.edexcelmaths.com](http://www.edexcelmaths.com) to register for an account.

Learn more at [qualifications.pearson.com](http://qualifications.pearson.com).

## Qualification at a glance

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### Content and assessment overview

The Pearson Edexcel Entry Level Certificate in Mathematics qualification is available at Entry Level 1, Entry Level 2 and Entry Level 3

Entry Level 2 (EL2) content subsumes the content of Entry Level 1 (EL1).

Entry Level 3 (EL3) content subsumes the content of EL2 and EL1.

The Pearson Edexcel Entry Level Certificate in Mathematics consists of one externally-set test and one externally-set task for Entry 1 and 2 and two externally-set tests and one externally-set task for Entry 3.

Students must complete all their assessment at the same Entry Level.

### Entry Level 1 assessments

Content overview – for test and task	
<ul style="list-style-type: none"><li>• Number: Count; Read, write and order; Fractions and decimals; Pattern; Facts; Equipment</li><li>• Geometry: 2D shapes; 3D shapes; Position, movement and pattern</li><li>• Measures: Units; Measuring instruments</li><li>• Statistics</li></ul>	
Component 1: Test	Component 2: Task
<b>60% of the qualification</b> <b>12 marks</b>	<b>40% of the qualification</b> <b>8 marks</b>

### Entry Level 2 assessments

Content overview – for test and task	
<ul style="list-style-type: none"><li>• Number: Count; Read, write and order; Fractions and decimals; Pattern; Facts; Operations; Equipment</li><li>• Geometry: 2D shapes; 3D shapes; Position, movement and pattern; Angles</li><li>• Measures: Units; Measuring instruments</li><li>• Statistics</li></ul>	
Component 1: Test	Component 2: Task
<b>60% of the qualification</b> <b>18 marks</b>	<b>40% of the qualification</b> <b>12 marks</b>

## Entry Level 3 assessments

Content overview – for calculator and non-calculator tests	
<p><b>Can appear on either or both tests</b></p> <ul style="list-style-type: none"> <li>Number: Count; Read, write and order; Fractions and decimals; Pattern; Facts; Operations</li> </ul>	
Can appear on the non-calculator test	Can appear on the calculator test
<ul style="list-style-type: none"> <li>Algebra</li> <li>Geometry: 2D shapes; 3D shapes; Position, movement and pattern; Angles</li> <li>Statistics</li> </ul>	<ul style="list-style-type: none"> <li>Numbers: Equipment</li> <li>Ratio and proportion</li> <li>Geometry: Perimeter and area</li> <li>Measures: Units; Measuring instruments</li> </ul>
Component 1: Non-calculator test	Component 2: Calculator test
<p><b>36% of the qualification</b></p> <p><b>18 marks</b></p>	<p><b>24% of the qualification</b></p> <p><b>12 marks</b></p>
Content overview – for task	
All Entry Level 3 content can be assessed in the task.	
Component 3: Task	
<p><b>40% of the qualification</b></p> <p><b>20 marks</b></p>	

## For all assessments

Information for all tests/tasks
<p>Externally-set tests/tasks, administered and marked by the centre and moderated by Pearson.</p> <p>There is no set time for when each test/task is completed or how long the student takes to complete each test. Please see page 20-21, Assessment information, for more details.</p>
Assessment overview
<p>Students should answer all questions.</p> <p>Tests will assess mathematical techniques. The tests consist of closed-response, graphical and short-open-response questions.</p> <p>Tasks will assess communication and problem-solving skills. The tasks consist of short-open-response questions based on practical skills tasks.</p> <p>Calculators may not be used in the tests but can be used in the tasks, with the exception of the Entry Level 3 Calculator test. Information on the use of calculators in the assessments for this qualification can be found in <i>Appendix 2: Calculators</i>.</p> <p>Students must complete the test(s) and task for the Entry Level that they are entered for. There will be three tests and three tasks available for each Entry Level.</p>

See *Appendix 3: Codes* for a description of all codes relevant to this qualification.

## 2 Subject content and assessment information

### Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that students develop conceptual understanding and the ability to recall and apply knowledge with increasing speed and accuracy
- reason mathematically by following a given line of enquiry, conjecturing relationships and generalisations, and developing an argument or justification making use of mathematical language
- solve problems by applying their mathematics to a variety of routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

# Content

EL2 content subsumes the content of EL1 and EL3 content subsumes the content of EL2 and EL1.

## Topic 1 – Number: Count

Content	Guidance
<b>Entry Level 1</b>	
1.1 Count up to 10, knowing the number names.	Set of objects or pictures should include a variety of items.  Recount a set of objects in a different order, using the correct sequence of numbers, names.
1.2 Count small sets of objects, checking the total.	
<b>Entry Level 2</b>	
1.3 Count up to 100, knowing the number names.	
1.4 Count collections of objects, checking the total.	
1.5 Recognise odd and even numbers.	Distinguish between odd and even numbers.  For example (1) Select the odd numbers from a small list  For example (2) Shade even numbers in a 100 square
1.6 Count on in steps of different sizes.	For example (1) Find the next number 10, 13, 16, ...  For example (2) Count on from 7 in steps of 2
<b>Entry Level 3 (this can be tested on either or both tests)</b>	
1.7 Count, read, write and order numbers up to 1000, knowing the number names.	
1.8 Describe and extend simple number sequences (including odd/even numbers).	Simple sequences based on addition or subtraction.  For example (1) Continue the sequences: 2, 5, 8, 11, ... or 100, 95, 90, 85, 80, ...  For example (2) 2, 5, 8, 11, ... How would you find the next number?
1.9 Count on or back in tens or hundreds from any two-digit number (positive result only).	See 1.8
1.10 Count on or back in tens or hundreds from any two- or three-digit number (positive result only).	See 1.8

## Topic 2 – Number: Read, write and order

Content	Guidance
<b>Entry Level 1</b>	
2.1 Read, write and order numbers to 10	<p>For example (1) Select largest or smallest number from a list.</p> <p>For example (2) Place in numerical order: 7, 2, 5, 3</p> <p>For example (3) Write number '8' as 'eight' and vice versa.</p>
<b>Entry Level 2</b>	
2.2 Read, write and order numbers to 100, developing an understanding that the position of a digit signifies its value.	<p>Know 'tens' and 'units'</p> <p>For example (1) Give the value of the 4 in 64 or 46</p> <p>For example (2) 40 is bigger than 4</p> <p>For example (3) Select even house numbers from a pile of letters and put them in order for a postman/woman to deliver.</p>
<b>Entry Level 3 (This can be tested on either or both tests)</b>	
2.3 Know what each digit represents (including 0 as a place holder).	<p>Know 'hundreds'.</p> <p>Refer to 2.2, extended to hundreds.</p>
2.4 Round any positive integer less than 100 to the nearest 10	
2.5 Order a given set of positive and negative integers, including placing them on a number line.	Negative numbers only to –10

## Topic 3 – Number: Fractions and decimals

Content	Guidance
<b>Entry Level 1</b>	
3.1 Recognise and use halves.	For example Shade half a shape.
<b>Entry Level 2</b>	
3.2 Recognise and use halves of numbers up to 10 in context.	For example (1) There are 10 sweets, half of the sweets are red. How many sweets are red?  For example (2) $3\frac{1}{2}$ cm
3.3 Recognise and use quarters.	
<b>Entry Level 3 (this can be tested on either or both tests)</b>	
3.4 Recognise and use in context simple fractions, including thirds in context, decimal notation in recording money and length.	Money in pounds and pence.  For example (1) Shade $\frac{7}{10}$ of a rectangle.  For example (2) Mark fractions such as $\frac{3}{4}$ on a simple number line with appropriate divisions already marked.
3.5 Recognise the equivalence of very simple fractions ( $\frac{1}{2}$ s and $\frac{1}{4}$ s only).	
3.6 Recognise simple equivalents ( $0.5$ & $\frac{1}{2}$ , $0.25$ & $\frac{1}{4}$ , $0.75$ & $\frac{3}{4}$ ).	
3.7 Recognise unit fractions such as $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{1}{5}$ , $\frac{1}{10}$ , and use them to find fractions of shapes and numbers.	
3.8 Recognise simple fractions that are several parts of a whole and be able to shade shapes to illustrate those fractions.	
3.9 Find fractional quantities of numbers up to 20, such as $\frac{1}{4}$ of 20, $\frac{1}{3}$ of 15	
3.10 Interpret a calculator display as money. ( <i>Calculator test only.</i> )	For example, 3.5 means £3.50
3.11 Use a calculator to add and subtract money. ( <i>Calculator test only.</i> )	

## Topic 4 – Number: Pattern

Content	Guidance
<b>Entry Level 1</b>	
4.1 Understand the operation of addition, subtraction as taking away and the relationship between them.	
4.2 Recognise situations to apply and use the operations to solve problems with whole numbers up to 10	<p>Compare using terms such as more, fewer, the same as etc.</p> <p>For example (1) Jane has 6 books, Minak has 8 books. Who has more books? How many more?</p> <p>For example (2) If 3 pencils are taken from a box of 10, how many left?</p>
<b>Entry Level 2</b>	
4.3 Use repeating patterns to develop ideas of regularity and sequencing.	For example Continue the pattern: 1, 2, 2, 3, 1, 2, 2, 3, 1, ...
4.4 Explore and record patterns in addition and subtraction, explaining the patterns and using them to make predictions.	<p>Know +, -. Addition/subtraction facts:</p> <p>For example</p> <p><math>0 + 1 = 1</math>   <math>10 - 1 = 9</math></p> <p><math>1 + 1 = 2</math>   <math>9 - 1 = 8</math></p> <p><math>2 + 1 = 3</math>   <math>8 - 1 = 7</math></p> <p>Addition/subtraction squares</p> <p>'Adding on' patterns on 100 square</p>
<b>Entry Level 3 (this can be tested on either or both tests)</b>	
4.5 Explore and record patterns in addition and subtraction and the pattern of multiples, e.g. 3, 6, 9, 12, explaining the patterns and using them to make predictions.	<p>Understand and use the term 'multiple'.</p> <p>Find patterns of multiples on a <math>10 \times 10</math> square; complete multiplication squares and tables.</p> <p>For example Use <math>10 \times 10</math> multiplication square to find <math>56 \div 7</math></p>
4.6 Know and use halving as the inverse of doubling.	
4.7 Halve even two-digit numbers with even tens.	
4.8 Double numbers up to 50	
4.9 Halve even two-digit numbers with odd tens.	

## Topic 5 – Number: Facts

Content	Guidance
<b>Entry Level 1</b>	
5.1 Use apparatus to add and subtract numbers to 10	Use cubes, rods, fingers etc.
<b>Entry Level 2</b>	
5.2 Know addition and subtraction facts for each number to 10	For example $7 + \square = 10$
<b>Entry Level 3 (This can be tested on either or both tests)</b>	
5.3 Know all addition and subtraction facts for each number to 20	As 5.2 extended to 20
5.4 Know multiplication and division facts relating to the 2s, 3s, 4s, 5s, and 10s and use these to derive other facts, (e.g. double multiples of 2 to produce multiples of 4) and to develop mental methods for finding new results.	Multiplication up to $5 \times 5$ and all those in 2, 3, 4, 5 and 10 times tables
5.5 Identify pairs of factors of numbers up to 50	For example (1) Give a pair of factors for the number 35  For example (2) Give two pairs of factors for the number 24

## Topic 6 – Number: Operations

Content	Guidance
<b>Entry Level 2</b>	
6.1 Add and subtract one- and two-digit numbers, and use addition and subtraction to solve problems.	Positive answers only For example (1) Jamil gets £9 a week pocket money. Clare earns £25 a week on a paper round. Who gets more? How much more? For example (2) I bought 3 items costing 29p, 56p and 12p. Find the total.
6.2 Understand the operations of multiplication and division, and use them to solve problems with whole numbers, money or measures.	For example One apple costs 23p. Work out the cost of 6 apples.
<b>Entry Level 3 (this can be tested on either or both tests)</b>	
6.3 Add and subtract one-, two- and three-digit numbers.	Positive answers only.
6.4 Understand and deal appropriately with remainders, including simple problems in context.	For example Sam has a box of 20 sweets. He shares them equally between himself and 2 friends. How many sweets are left over?
6.5 Multiply a two-digit number by a single digit.	
6.6 Understand and use the different vocabulary for the four rules of number.	adding, plus, total, sum, altogether, subtract, difference, minus, multiply, times, divide and share

## Topic 7 – Number: Equipment

Content	Guidance
<b>Entry Level 1</b>	
7.1 Use given equipment for a stated purpose.	Using cubes, counters etc. to solve a simple calculation.
<b>Entry Level 2</b>	
7.2 Choose a suitable method of computation, using equipment where appropriate.	Identifying the mathematical operation needed to solve a simple word problem.
<b>Entry Level 3 (this can be tested on the calculator test only)</b>	
7.3 Use a basic calculator – reading the display.	

## Topic 8 – Algebra

Content	Guidance
<b>Entry Level 3 (this can be tested on the non-calculator test only)</b>	
8.1 Solving very basic equations.	For example What number is $\star$ ? $15 + \star = 27$
8.2 Collect like terms.	For example Simplify $a + a$
8.3 Use simple word formulae.	For example Number of millimetres = number of centimetres $\times 10$

## Topic 9 – Ratio and proportion

Content	Guidance
<b>Entry Level 3 (this can be tested on the calculator test only)</b>	
9.1 Use direct proportion in simple problems.	For example if 2 cakes cost 30 pence, find the cost of 6 cakes.

## Topic 10 – Geometry: 2D shapes

Content	Guidance
<b>Entry Level 1</b>	
10.1 Describe and discuss simple 2D shapes.	Use terms 'side, straight, curved, round, pointed'. For example Count sides of a 2D shape.
10.2 Use the mathematical names for rectangle and circle.	For example (1) Count the number of circles. For example (2) Draw a rectangle.
10.3 Recognise and use simple geometric features of simple 2D shapes.	Distinguish between shapes, e.g. squares and triangles (actual names not required). For example Count the number of this shape $\Delta$ amongst other shapes on a page.
<b>Entry Level 2</b>	
10.4 Use the mathematical names for common 2D shapes.	Can identify triangle, square, rectangle, and circle.
<b>Entry Level 3 (This can be tested on the non-calculator test only)</b>	
10.5 Use the mathematical names for additional 2D shapes.	Can identify quadrilateral, pentagon, hexagon.
10.6 Recognise reflective symmetry in simple cases.	Can identify a line of symmetry.
10.7 Sort shapes according to mathematical criteria.	To include sides, lines of symmetry and angles including right angles. Can separate shapes into groups. For example Circle all the shapes that contain a right angle.

## Topic 11 – Geometry: 3D shapes

Content	Guidance
<b>Entry Level 1</b>	
11.1 Describe and discuss simple 3D shapes.	Use terms solid, flat, curved. For example (1) Compare a sphere and a cube (actual names not required). For example (2) Putting cubes together to make other simple 3D shapes.
<b>Entry Level 2</b>	
11.2 Use the mathematical name for a cube.	Can identify a cube from a group of 3D shapes (including a 2D representation of a cube).
11.3 Recognise and use the following geometric features of 3D shapes: vertices, edges, faces.	Use the terms: vertex, face, edge (of a solid). For example Count the number of faces of a solid.
<b>Entry Level 3 (This can be tested on the non-calculator test only)</b>	
11.4 Use the mathematical names for additional 3D shapes.	Can identify the following 3D shapes (including 2D representations of these shapes): cube, cuboid, pyramid, cylinder, cone and sphere.
11.5 Recognise and use the geometric features of 3D shapes, including vertices, edges and faces; cubes, cuboids, pyramids, cylinders, cones and spheres.	For example Count the number of vertices of a cuboid.

## Topic 12 – Geometry: Perimeter and area

Content	Guidance
<b>Entry Level 3 (This can be tested on the calculator test only)</b>	
12.1 Find perimeter of a rectangle by adding lengths of sides.	
12.2 Find area of a rectangle by counting squares.	
12.3 Find the area of a rectangle by multiplying length by width.	

## Topic 13 – Geometry: Position, movement and pattern

Content	Guidance
<b>Entry Level 1</b>	
13.1 Describe positions using common words.	On, inside, above, under, behind, next to, etc.
13.2 Copy, continue and make patterns.	Repeating patterns of simple shapes. For example $\Delta \square \Delta \square \Delta \square \Delta \square \Delta \square$
<b>Entry Level 2</b>	
13.3 Recognise movements in a straight line and rotations.	Forwards, backwards, turning right and left.
<b>Entry Level 3 (This can be tested on the non-calculator test only)</b>	
13.4 Recognise movements in a straight line and rotations, and combine them in simple ways.	Describe a simple journey on a map.
13.5 Use mathematical vocabulary to describe position, direction and movement (including clockwise and anti-clockwise).	For example Give instructions for moving a programmable toy.
13.6 Read and plot coordinates in the first quadrant.	For example Plot the point where $x = 3$ and $y = 2$ (grid already drawn).

## Topic 14 – Geometry: Angles

Content	Guidance
<b>Entry Level 2</b>	
14.1 Understand angle as a measure of turn and recognise quarter-turns, half-turns and right angles.	Know left and right turns. Know that a half-turn is greater than a quarter-turn. For example (1) Turn an object through 1, 2 or 3 right angles, to the left or right. For example (2) Give instructions for moving a programmable toy (forwards, backwards, turns right or left).
<b>Entry Level 3 (this can be tested on the non-calculator test only)</b>	
14.2 Identify an angle as smaller than a right angle or bigger than a right angle.	

## Topic 15 – Measures: Units

Content	Guidance
<b>Entry Level 1</b>	
15.1 Compare objects and events using appropriate language for direct comparison.	Use terms such as longer, shorter, taller, before or after, etc..  For example (1) Draw a tree taller than this one.  For example (2) Colour the tallest tree.  For example (3) True or false, 'the tree is taller than the house'.
<b>Entry Level 2</b>	
15.2 Compare objects and events using appropriate language for direct comparison using common standard units.	To include centimetres, metres, grams, kilograms, litres, seconds, minutes and hours.  Not included: time intervals in mixed units.  For example Put these lengths in order of size: 58 cm, 21 cm, 24 cm, 39 cm
<b>Entry Level 3 (This can be tested on the calculator test only)</b>	
15.3 Use a wider range of standard units, including standard units of time, choosing units appropriate to a situation.	See 15.2 but including time intervals in mixed units, for example 2 hours 15 minutes
15.4 Estimate with these units.	Use measures in 15.2
15.5 Express a length given in metres and in centimetres. Express a price given in pounds and in pence.	
15.6 Work with time, including 12-hour and 24-hour clocks.	Including counting on and counting back in multiples of 15 minutes.  For example (1) How long between 9.15 and 10.30?  For example (2) A lesson starts at 13.45 and lasts 30 minutes. What time does it finish?

## Topic 16 – Measures: Measuring instruments

Content	Guidance
<b>Entry Level 1</b>	
16.1 Use simple measuring instruments.	Use of ruler for measuring lengths to whole number of units, e.g. 3 cm Use of simple weighing scales.
<b>Entry Level 2</b>	
16.2 Choose and use simple measuring instruments.	Use a ruler for measuring lengths to the nearest half unit, e.g. $2\frac{1}{2}$ cm  Use a metre rule or trundle wheel.  For example Measure the two sides of a football field; use these to find the distance all the way around a football pitch.
<b>Entry Level 3 (This can be tested on the calculator test only)</b>	
16.3 Choose and use simple measuring instruments, reading and interpreting number and scales with some accuracy.	Thermometers will go into negative numbers to $-10$  For example (1) Measure height of a person, length of desk or room.  For example (2) Measuring a line of length 3.7 cm
16.4 Use a protractor to measure acute and obtuse angles to the nearest $10^\circ$	For example Measure angles of $60^\circ$ , $130^\circ$

## Topic 17 – Statistics

Content	Guidance
<b>Entry Level 1</b>	
17.1 Sort and classify a set of objects or pictures.	<p>One criterion only.</p> <p>For example (1) Sort Logiblocs by one of: shape, colour, thickness, size.</p> <p>For example (2) Classify animals by numbers of legs.</p> <p>For example (3) Find the bottles in a pile of items for recycling.</p>
17.2 Extract information from lists.	For example Find a price for a pizza from a menu.
<b>Entry Level 2</b>	
17.3 Sort and classify a set of objects using criteria related to their properties.	<p>Two or three criteria.</p> <p>For example (1) Find a shape that is round and flat</p> <p>For example (2) Find the blue triangles in a pile of Logiblocks.</p> <p>For example (3) Find the large blue triangles in a set of Logiblocs.</p>
17.4 Collect, record and read data arising from an area of interest, using tally charts, data-collection sheets, bar charts, pictograms and simple tables.	<p>Use a data collection sheet to record data from simple surveys and experiments.</p> <p>For example Record results of throwing a coin.</p> <p>Bar charts (only on the grid line), pictograms (whole symbols only), simple tables (with two columns).</p> <p>For example Draw a bar chart to show colours of cars in a car park.</p>
<b>Entry Level 3 (this can be tested on the non-calculator test only)</b>	
17.5 Collect, record, read and interpret data arising from an area of interest, using tally charts with frequency column, data-collection sheets, bar charts, pictograms and tables.	<p>Use a data-collection sheet to record data from surveys and experiments.</p> <p>For example Record results of favourite sports of boys and girls.</p> <p>Bar charts (including in between grid lines), pictograms (including half symbols), tables (with more than two columns).</p> <p>Extract specific information from tables and charts.</p>
17.6 Reading simple pie charts.	Fractions of the pie charts will be halves and quarters only.

## Assessment information

### Rules for taking tests and tasks

- Students need to take the test(s) and task for the Entry Level that they are entered for. For example Entry Level 2 students should complete the Entry Level 2 test and the Entry Level 2 task.
- There will be a choice of three tests and three tasks for each Entry Level. Entry Level 3 will have a choice of three tests for the non-calculator test and three tests for the calculator test, along with three tasks available.
- There is no set time for when each test or task is completed or for how long the student takes to complete them. Please see *page 4-5* for more information.
- The tests and tasks can be sat in normal classroom conditions but other examination procedures apply regarding invigilation and safeguards against communication between students.
- Students must attempt all aspects of the test(s) and task.
- Students are not allowed to retake the same test or task. If a student's work is incomplete or inadequate they can take another test or task.
- If required, students may retake just the test or the task.
- If required, Entry Level 3 students may retake just the non-calculator test or the calculator test.
- If students do not achieve the pass mark for the test(s) and tasks for an Entry Level they can take the test and task for a lower Entry Level. For example students who do not achieve the pass mark for Entry Level 3 could take the test and task for Entry Level 2.

### Tests

- Tests will assess mathematical techniques.
- The tests consist of closed-response, graphical and short-open-response questions.
- Calculators may not be used in the tests, with the exception of the calculator test for Entry Level 3. Information on the use of calculators in the tests for this qualification can be found in *Appendix 2: Calculators*.
- Student responses to the test questions should be written on the test paper in the spaces provided.

### Tasks

- Tasks will assess communication and problem-solving skills.
- Tasks will generally require the use of equipment in order to complete the activities.
- The tasks will consist of short-open-response questions based on practical skills tasks.
- Calculators may be used in the tasks (see *Appendix 2: Calculators*).
- Teachers are permitted to guide students through the task by explaining what is required at each stage.
- Evidence for student responses to the task could be the student's own written responses or teacher annotations based on the student's verbal responses.
- Evidence for student responses should be written on A4 paper.

### **Master copies**

- Centres will be able to download a clean master copy of each test, task and mark scheme from the secure area of our website.
- These master copies must be kept confidential and must be kept under secure conditions at all times.
- Teachers will need to download a clean copy of the tests and tasks to photocopy and give to students for them to complete.
- The tests, tasks and mark schemes will remain valid for the lifetime of the qualification.

### **Marking and moderation**

- The tests and tasks are to be marked by the teacher according to the published mark scheme and are moderated by Pearson.
- It is recommended that students take the test(s) and task from the most appropriate Entry Level. If they underperform or overperform on these assessments then they can retake assessments of a higher or lower level.
- The total marks for the test(s) and task should be submitted as the final marks. We will then moderate the work.
- The total marks awarded for the test(s) and task must be submitted to Pearson on the form shown in *Appendix 1: Assessment authentication sheet*, by May in the year of certification.
- Students need to gain enough total marks to equal or exceed the minimum total mark required to achieve a particular Entry Level. See the *Level of achievement* section for further information.

### **Sample assessment materials**

Sample tests, tasks and mark schemes for this qualification can be found in the *Pearson Edexcel Entry Level Certificate in Mathematics Sample Assessment Materials (SAMs)* document.

## Assessment Objectives

Students must:		% in Entry Level Certificate
<b>AO1</b>	Use and apply standard techniques	60
<b>AO2</b>	Reason, interpret and communicate mathematically	25–30
<b>AO3</b>	Solve problems within straightforward contexts	10–15
<b>Total</b>		<b>100%</b>

## Breakdown of Assessment Objectives

Component	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
<b>Entry Level 1</b>				
Component 1: Test	60	0	0	60
Component 2: Task	0	25–30	10–15	40
<b>Total for Entry Level Certificate</b>	<b>60%</b>	<b>25–30%</b>	<b>10–15%</b>	<b>100%</b>
<b>Entry Level 2</b>				
Component 1: Test	60	0	0	60
Component 2: Task	0	25–30	10–15	40
<b>Total for Entry Level Certificate</b>	<b>60%</b>	<b>25–30%</b>	<b>10–15%</b>	<b>100%</b>
<b>Entry Level 3</b>				
Component 1: Non-calculator test	36	0	0	36
Component 2: Calculator test	24	0	0	24
Component 3: Task	0	25–30	10–15	40
<b>Total for Entry Level Certificate</b>	<b>60%</b>	<b>25–30%</b>	<b>10–15%</b>	<b>100%</b>

## 3 Administration and general information

### Entries

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Details of how to enter students for the examinations for this qualification can be found in our *UK Information Manual*. A copy is made available to all examinations officers and is available on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

### Level of achievement

At each Entry Level, the marks for the externally-set tests and tasks are combined to give a maximum total mark. For Entry Level 1, the total mark is 20. For Entry Level 2, the total mark is 30. For Entry Level 3, the total mark is 50.

The pass mark for each Entry Level is 70%.

The level of achievement is given below:

Level	Minimum total marks required
Entry Level 1	14/20
Entry Level 2	21/30
Entry Level 3	35/50

The marks awarded for the tests must be submitted to Pearson on the form in *Appendix 1: Assessment authentication sheet*.

### Calculating the overall mark

The total marks awarded for the externally-set test(s) and task will be used to determine the level of achievement.

Students are required to complete one test and one task for Entry Level 1 and Entry Level 2. Students are required to complete two tests and one task for Entry Level 3

The student's total mark must equal or exceed the minimum total mark required, to achieve that particular Entry Level, as shown in the table above.

### Retaking of assessment

If work submitted by students on any of the externally-set tests or tasks is inadequate or incomplete, students are allowed (at the discretion of the centre) to retake a different test or task.

Students are not allowed to retake the same test or task.

## Access arrangements, reasonable adjustments, special consideration and malpractice

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Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

### Language of assessment

Assessment of this qualification will be available in English. All student work must be in English.

### Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

### Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, or affects timeframes or the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

## Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

## Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the Joint Council for Qualifications (JCQ) website: [www.jcq.org.uk](http://www.jcq.org.uk).

## Malpractice

### Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in controlled assessments discovered before the candidate has signed the declaration of authentication form does not need to be reported to Pearson.

Candidate malpractice found in controlled assessments after the declaration of authenticity has been signed, and in examinations **must** be reported to Pearson on a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The completed form can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report candidate malpractice constitutes staff or centre malpractice.

### Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form, supporting documentation and as much information as possible can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice).

## **Student recruitment and progression**

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Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

### **Prior learning and other requirements**

There are no prior learning or other requirements for this qualification.

### **Progression**

Students can progress from this qualification to a GCSE in Mathematics.



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## Appendix 1: Assessment authentication sheet

Please complete for the Entry Level that the candidate is being entered for.

Pearson Edexcel Entry Level Certificate in Mathematics		NMA0
Centre name:	Centre number:	
Candidate name:	Candidate number:	
Entry Level 1		Marks awarded
Component 1: Test		/12
Component 2: Task (Part 1)		/8
<b>Total Marks</b>		<b>/20</b>
Entry Level 2		Marks awarded
Component 1: Test		/18
Component 2: Task (Part 1 and Part 2)		/12
<b>Total Marks</b>		<b>/30</b>
Entry Level 3		Marks awarded
Component 1: Non-calculator test		/18
Component 2: Calculator test		/12
Component 3: Task (Part 1, Part 2 and Part 3)		/20
<b>Total Marks</b>		<b>/50</b>

**Teacher declaration**

I declare that the work submitted for assessment has been carried out without assistance other than that which is acceptable according to the rules of the specification.

Teacher name:			
Teacher signed:		Date:	

**Candidate declaration**

I certify that the work submitted for this assessment is my own. I understand that false declaration is a form of malpractice.

Candidate signed:		Date:	
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## Appendix 2: Calculators

Students may use a calculator only in the task and in the Entry Level 3 Calculator test. Students must have a calculator to use in these assessments.

Centres are responsible for making sure that calculators used by their students meet the requirements highlighted in the table below.

Students must be told these regulations beforehand and they must be familiar with them before their assessments for the qualification take place.

<p><b>Calculators must be:</b></p> <ul style="list-style-type: none"> <li>• of a size suitable for use on a desk</li> <li>• either battery- or solar powered</li> <li>• free of lids, cases and covers that include printed instructions or formulae.</li> </ul>	<p><b>Calculators must not:</b></p> <ul style="list-style-type: none"> <li>• be designed or adapted to offer any of these facilities             <ul style="list-style-type: none"> <li>o language translators</li> <li>o symbolic algebraic manipulation</li> <li>o symbolic differentiation or integration</li> <li>o communication with other machines or the internet</li> </ul> </li> <li>• be borrowed from another candidate during an assessment for any reason*</li> <li>• have retrievable information stored in them, including             <ul style="list-style-type: none"> <li>o databanks</li> <li>o dictionaries</li> <li>o mathematical formulae</li> <li>o text.</li> </ul> </li> </ul>
<p><b>The candidate is responsible for:</b></p> <ul style="list-style-type: none"> <li>• the calculator's power supply</li> <li>• the calculator's working condition</li> <li>• clearing anything stored in the calculator.</li> </ul>	

\*An invigilator may give a student a replacement calculator if needed.

## Appendix 3: Codes

Type of code	Use of code	Code
Regulated Qualifications Framework (RQF) codes	<p>Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code.</p> <p>The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students' final certification documentation.</p>	<p>The QN for this qualification is:</p> <p>603/1330/4</p>
Subject codes	<p>The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.</p>	<p>Entry Level Mathematics – NMA0</p>

### **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

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