Rewarding Learning

CCEA Entry Level Specification in Mathematics

For first teaching from September 2015
For first award in Summer 2016

Subject Code: E1050

Version 2: Updated 17 September 2019

mathematics

Foreword

This booklet contains the specification for CCEA's Entry Level in Mathematics for first teaching from September 2015. We have designed this qualification to meet the requirements for Entry Level 1, 2 and 3.

We will make the first award at unit and at qualification level in Summer 2016.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ccea.org.uk

You will find the most up-to-date version of this specification on our website www.ccea.org.uk

QAN 601/5616/8

Version 2: Updated 17 September 2019

Contents

1 Introduction

This specification sets out the content and assessment arrangements for our Entry Level Mathematics course. First teaching begins in September 2015. We will make the first award at unit and at qualification level in Summer 2016.

There are 120 guided learning hours (GLH) for this qualification. This indicates the approximate number of hours needed for teacher-directed learning time and assessment.

1.1 Aims

This specification gives learners the opportunity to use mathematics in everyday situations:

- developing their knowledge, skills and understanding;
- selecting and applying mathematical techniques and methods;
- interpreting and communicating mathematical information in a variety of forms appropriate to the information and context;
- developing employability skills; and
- applying their learning in a practical context.

1.2 Key features

The key features of the specification appear below:

- There are six units available; learners must complete all six to achieve a full qualification.
- Learners can gain a qualification at Entry 1, Entry 2 or Entry 3, depending on the level of the units they achieve. Refer to Section 4.7 for the combination of units required to achieve each Entry Level qualification.
- The specification develops learners' awareness of mathematical skills and concepts.
- It provides learners with opportunities to build on knowledge, skills and capabilities developed at Key Stage 3.
- The specification develops skills that prepare learners for working and adult life.
- It gives learners the opportunity to develop and apply skills to everyday, real-life contexts.
- It provides a progression route to further learning.
- Teachers carry out the assessment, centres verify teachers' judgement and we carry out external moderation.

1.3 Prior learning and progression

Learners do not need to have prior knowledge of any of the subject areas. Those who successfully complete this qualification can progress to other qualifications at Entry Level or Level 1 qualification, or other related training courses.

1.4 Qualification Accreditation Number

Every qualification listed on the Register of Regulated Qualifications is assigned a Qualification Accreditation Number (QAN). Since the QAN identifies the qualification, it is required for registration and entry purposes. The QAN for this qualification is 601/5616/8.

2 Specification at a Glance

The following tables summarise the structure of this qualification. All six units are mandatory. Learners can achieve Entry Level 1, 2 or 3 in each unit.

Entry 1, 2 and 3

Content	GLH	Assessment and Availability
Unit 1: Working with Whole Numbers	20	Learners must complete a portfolio of evidence. Teachers assess the work, and we carry out external moderation. Centres can submit unit assessment outcomes in Summer, beginning in Summer 2016.
Unit 2: Working with Time and Measures	20	
Unit 3: Using Money	20	
Unit 4: Working with Shape	20	
Unit 5: Working with Position and Space	20	
Unit 6: Data Handling	20	

3 Qualification Content

3.1 Unit structure of the qualification

To achieve a CCEA Entry Level in Mathematics at Entry 1, Entry 2 or Entry 3, learners must complete all six units in this specification.

The details that follow include:

- unit titles; and
- learning outcomes and assessment criteria for each level.

The learning outcomes for each unit set out what learners are expected to know, understand or be able to do at the end of their learning experience. The assessment criteria specify the standard that learners must meet to demonstrate that they have achieved the learning outcomes at that level within the unit.

3.2 Unit 1: Working with Whole Numbers

Entry 1

Unit purpose and aim: To develop an awareness of number.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the value of whole numbers	1.1 identify place value for tens and units (TU); 1.2 order whole numbers (for numbers up to at least 10);
2. Be able to recognise a written form of whole numbers	2.1 for whole numbers up to 10: (a) match numbers written in words with the numbers written in digit form; (b) change numbers written in words into digit form; and (c) change whole numbers written in digit form into words;
3. Be able to recall number facts	3.1 count reliably up to 10 items;
4. Be able to recognise patterns involving objects and whole numbers	4.1 create and describe repeating patterns using objects, numbers or pictures;
5. Be able to estimate, add and subtract single-digit numbers	5.1 add single-digit whole numbers in everyday situations; 5.2 subtract single-digit whole numbers in everyday situations; and 5.3 estimate numbers up to at least 10.

Entry 2

Unit purpose and aim: To identify and use whole numbers in everyday situations.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the value of whole numbers	1.1 identify place value for hundreds, tens and units (HTU); 1.2 order whole numbers (for numbers up to at least 100);
2. Be able to recognise a written form of whole numbers	2.1 for whole numbers up to 100: (a) match numbers written in words with the numbers written in digit form; (b) change numbers written in words into digit form; and (c) change numbers written in digit form into words;
3. Be able to recall number facts	3.1 use quick recall of number facts up to 10; 3.2 count up and back in 2s, 5s and 10s;
4. Be able to estimate, add and subtract with two-digit whole numbers in real-life situations	4.1 add two-digit whole numbers in everyday situations; 4.2 subtract two-digit whole numbers in everyday situations; 4.3 mentally add and subtract within 20 (calculator must not be used); 4.4 use addition and subtraction patterns within 20 to explore the relationship between addition and subtraction; 4.5 recognise the use of a symbol to stand for an unknown number; 4.6 approximate by rounding to the nearest 10; and
5. Be able to identify common fractions	5.1 identify fractions as one part of the whole in relation to regular shapes and sets of objects (the denominators of the fractions will be restricted to 2 and 4).

Entry 3

Unit purpose and aim: To identify and use whole numbers (using the four operators) in everyday situations.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the value of whole numbers	1.1 identify place value for thousands, hundreds, tens and units (ThHTU); 1.2 order whole numbers (for numbers up to 1000);
2. Be able to recognise a written form of whole numbers	2.1 for whole numbers up to 1000: (a) match numbers written in words with the numbers written in digit form; (b) change numbers written in words into digit form; (c) change numbers written in digit form into words; and (d) identify and describe simple number patterns within the 100 square;
3. Be able to understand addition and subtraction facts	3.1 use quick recall of number facts up to 20; 3.2 mentally add and subtract two-digit numbers within 100;
4. Be able to understand multiplication facts	4.1 know 2, 3, 4, 5 and 10 multiplication facts (calculator must not be used); 4.2 demonstrate that multiplication is commutative, for example that 3×2 is the same as 2×3;
5. Be able to round numbers	5.1 approximate whole numbers (up to 1000) to the nearest 10 or 100;
6. Be able to use four operators when dealing with whole numbers in real-life situations	6.1 add three-digit whole numbers in everyday situations; 6.2 subtract three-digit whole numbers in everyday situations; 6.3 multiply single-digit and two-digit whole numbers by a single-digit whole number in everyday situations; and 6.4 divide single-digit and two-digit whole numbers by a single-digit whole number with or without a remainder in practical situations.
7. Be able to identify common fractions	7.1 record unit fractions as one part of the whole (for example ½, ¼, ¾, and $^1/_{10}$); and 7.2 record non-unit fractions as several equal parts of a whole.

3.3 Unit 2: Working with Time and Measures

Entry 1

Unit purpose and aim: To develop an awareness of time in everyday situations.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the days of the week and their order	1.1 identify the days of the week and be able to order them correctly;
2. Recognise special times on the clock	2.1 recognise parts of their daily routine such as: (a) breakfast time; (b) breaktime; (c) lunchtime; (d) home time; and (e) bedtime;
3. Be able to sequence familiar events	3.1 list the events of a typical school day in the correct order;
4. Be able to use everyday language associated with measurement	4.1 identify appropriate language for measurements of: (a) length; (b) weight; (c) capacity; and (d) area; and 4.2 use language such as: (a) longest; (b) less than (in terms of weight or capacity); (c) smaller; and (d) larger.

Entry 2

Unit purpose and aim: To enable learners to understand what is meant by time in everyday situations.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to use standard units of time	1.1 name and order days of the week, months of the year and seasons; 1.2 identify common events/festivals from each of the seasons; 1.3 recognise o'clock, half past, quarter past and quarter to; 1.4 recognise departure or arrival time using a simplified timetable (12 hour clock only);
2. Be able to use standard units of measurement	2.1 identify appropriate metric units for measurements of: (a) length; (b) weight; and (c) capacity; and (d) area.
3. Be able to estimate using standard units of measurement in everyday situations	3.1 use the most commonly known metric units of measurement to estimate the following: (a) length; (b) weight; and (c) capacity;
4. Be able to measure using standard units of measurement	4.1 use an appropriate measuring instrument to measure: (a) length; (b) weight; and (c) volume; 4.2 read simple scales to the nearest labelled division; and 4.3 measure area using whole squares.

Entry 3

Unit purpose and aim: To enable learners to demonstrate that they can estimate and measure using appropriate standard units.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to use standard units of measurement	1.1 identify appropriate metric units for measurements of: (a) length/height; (b) weight; (c) capacity; (d) temperature; and (e) area;
2. Be able to estimate using standard units of measurement in everyday situations	2.1 use the most commonly known metric units of measurement to estimate the following: (a) length/height; (b) weight; and (c) capacity;
3. Be able to estimate and measure using standard units	3.1 use an appropriate measuring instrument to measure: (a) length/height; (b) weight; (c) volume; and (d) temperature; 3.2 read scales to the nearest labelled division; 3.3 find the area of a shape using whole and half squares; 3.4 compare estimated and actual measurements;
4. Be able to understand standard units of time	4.1 read digital and analogue clock displays; 4.2 match 24 hour clock times to the relevant 12 hour am/pm times; 4.3 read and interpret information from a calendar; and 4.4 extract information from a simplified timetable, for example a bus/train/flight timetable.

3.4 Unit 3: Using Money

Entry 1

Unit purpose and aim: To develop an awareness of money.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to sort coins	1.1 identify coins and sort them using one criterion;
2. Be able to add sums of money to calculate a total	2.1 use coins to calculate the total cost of different items (up to at least 10p); and
3. Be able to calculate the change from a 10p coin of an item costing less than 10p	3.1 calculate the change due after paying for a single item costing less than 10p.

Entry 2

Unit purpose and aim: To enable learners to demonstrate that they can work with money in everyday situations.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to choose coins to make amounts of money	1.1 identify different sums of money using coins up to £1;
2. Be able to add sums of money to calculate a total	2.1 use coins to calculate the total cost of different items on a shopping list (value of each coin up to £1);
3. Be able to estimate change	3.1 estimate change due after paying for a single item;
4. Understand the concept of 50%	4.1 sort a number of coins into two parts of equal value; and 4.2 using coins, identify 50% of suitable amounts of money up to £1.

Entry 3

Unit purpose and aim: To enable learners to demonstrate that they can work with money in everyday situations.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to choose coins and notes to make amounts of money	1.1 identify different sums of money using coins and notes; 1.2 read, write and understand decimals up to 2 decimal places in the context of money;
2. Be able to add sums of money to calculate a total	2.1 use number skills in the context of money; 2.2 calculate the total cost of different items;
3. Be able to estimate and calculate change	3.1 estimate change due after paying for a single item (pounds and pence); 3.2 calculate change due when paying for more than one item;
4. Be able to work with percentage amounts of money	4.1 identify 10%, 25%, 50% and 75% of suitable amounts; and 4.2 identify the best rate of interest on a loan from a given range of suitable examples.

3.5 Unit 4: Working with Shape

Entry 1

Unit purpose and aim: To develop an awareness of shape.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to recognise common 2D and 3D shapes	1.1 identify 2D shapes: (a) square; (b) rectangle; (c) circle; and (d) triangle; 1.2 identify 3D shapes: (a) cube; (b) cuboid; and (c) sphere;
2. Be able to use everyday language to compare and sort 2D and 3D shapes	2.1 use appropriate words to compare 2D and 3D shapes, such as: (a) straight; (b) flat; (c) curved; (d) round; (e) taller; (f) longer; (g) shorter; and (h) solid;
3. Be able to describe and construct simple 2D and 3D shapes	3.1 describe the properties of common 2D shapes: (a) number of sides; and (b) number of corners; 3.2 describe the properties of common 3D shapes: (a) number of corners; and (b) number of faces; and 3.3 construct 2D and 3D shapes.

Entry 2

Unit purpose and aim: To enable learners to identify and work with common 2D and 3D shapes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to recognise common 2D and 3D shapes	1.1 identify 2D shapes: (a) square; (b) rectangle; (c) circle; and (d) triangle; 1.2 identify 3D shapes: (a) cube; (b) cuboid; (c) cylinder; (d) sphere; and (e) pyramid;
2. Be able to use everyday language to compare 2D and 3D shapes	2.1 use appropriate words to compare 2D and 3D shapes; and
3. Be able to sort 2D and 3D shapes, giving reasons for sorting	3.1 sort common 2D and 3D shapes, using reasons such as: (a) number of sides; and (b) number of corners.

Entry 3

Unit purpose and aim: To enable learners to identify and work with common 2D and 3D shapes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to recognise common 2D and 3D shapes	1.1 identify 2D shapes: (a) square; (b) rectangle; (c) circle; (d) triangle; (e) semicircle; (f) regular pentagon; (g) regular hexagon; and (h) regular octagon.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
	1.2 identify 3D shapes: (a) cube; (b) cuboid; (c) cylinder; (d) sphere; (e) cone; (f) triangular prism; and (g) square based pyramid;
2. Recognise one line of symmetry in common 2D shapes	2.1 fold a shape to find the line of symmetry;
3. Be able to describe the properties of common 2D and 3D shapes	3.1 use appropriate words to compare 2D and 3D shapes such as: (a) straight; (b) flat; (c) curved; (d) round; (e) taller; (f) longer; (g) shorter; and (h) solid; 3.2 explore patterns of shapes;
4. Be able to identify the properties of simple 2D and 3D shapes	4.1 describe and sort the properties of common 2D shapes: (a) number of sides; (b) number of corners; and (c) number of right angles
5. Be able to describe the properties of 3D shapes depicted as 2D representations	5.1 describe and sort the properties of common 3D shapes when depicted as 2D representations: (a) number of edges; (b) number of corners; (c) number of faces; and (d) shape of faces; and
6. Be able to create tessellations	6.1 create tessellations using common 2D shapes.

3.6 Unit 5: Working with Position and Space

Entry 1

Unit purpose and aim: To develop an awareness of measurement and position.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to use everyday language to describe position and movement	1.1 use words to describe position (such as left, right, under, over and beside); 1.2 use words to describe movement (such as forwards, backwards and turn);
2. Be able to follow instructions for position and movement	2.1 follow instructions in practical situations for moving to a new position; and 2.2 follow instructions in practical situations for turning movements.

Entry 2

Unit purpose and aim: To enable learners to understand what is meant by position and space and to use them in everyday situations.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to use everyday language to follow and give instructions, in practical situations, for turning and moving	1.1 follow instructions for movement along a route using right/left turns, quarter turns and half turns (including turns such as first left and second left, first right and second right); and 1.2 give instructions for movement along a route using right/left turns, quarter turns and half turns (including turns such as first left and second left, first right and second right).

Entry 3

Unit purpose and aim: To enable learners to understand what is meant by position and space and to use them in everyday situations.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to use everyday language to describe position	1.1 use words to describe position (such as left, right, under, over, beside, opposite and middle);
2. Be able to describe angles	2.1 identify right angles on everyday items and in the environment; 2.2 identify angle as a measure of turn (smaller or larger than a right angle);
3. Be able to use angles as a measurement of turn	3.1 give instructions for movement along a route using: (a) clockwise/anticlockwise turns; (b) right/left turns; (c) quarter/half turns; and (d) right angles; 3.2 follow instructions for movement along a route using: (a) clockwise/anticlockwise turns; (b) right/left turns; (c) quarter/half turns; and (d) right angles; and
4. Be able to use a grid reference to describe position	4.1 use a simple grid to describe the position of an object (the grid should comprise numbers and/or letters, for example A2, B5).

3.7 Unit 6: Data Handling

Entry 1

Unit purpose and aim: To develop an awareness of data.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to sort and classify real objects	1.1 sort and classify objects using one criterion; 1.2 re-sort the same objects using a different criterion; and
2. Be able to collect and record information using real objects or drawings	2.1 use pictures/objects to display data in appropriate ways.

Entry 2

Unit purpose and aim: To enable learners to collect, present, record and interpret data.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to collect and record numerical data	1.1 identify appropriate categories for collections of data; 1.2 collect numerical data (approximately 10 responses) and use a suitable method to record it (for example tally);
2. Be able to present numerical information	2.1 display data in appropriate ways (tables, block graphs, simple pictograms and diagrams);
3. Be able to interpret information	3.1 make observations by reviewing information from: (a) simple lists; (b) simple tables; and (c) simple charts; and
4. Be able to sort and classify objects	4.1 sort and classify real objects into two criteria using an appropriate diagram (for example a Venn or tree diagram).

Entry 3

Unit purpose and aim: To enable learners to collect, present, record and interpret numerical data.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to collect and record numerical data	1.1 identify appropriate categories for collections of data; 1.2 collect numerical data (approximately 10–20 responses) and use a suitable method to record it (for example tally);
2. Be able to present numerical information	2.1 display data with appropriate labelling;
3. Be able to interpret numerical information	3.1 make observations by reviewing information from: (a) lists; (b) tables; (c) simple charts; and (d) pictograms; and 3.2 make comparisons by reviewing information from: (a) lists; (b) tables; (c) simple charts; and (d) pictograms.

4 Scheme of Assessment

4.1 Availability of assessment

Assessment can take place as and when the learner is ready. Centres may submit assessment outcomes to us for external moderation in Summer each year, beginning in Summer 2016.

We will make the first unit and full qualification awards based on this specification in Summer 2016.

4.2 Methods of assessment

For our Entry Level in Mathematics, learners must complete a portfolio of work to show how they have met the assessment criteria for each unit. Calculators can be used for learners to check evidence except where indicated within unit assessment criteria.

Teachers can choose any assessment method or combination of methods that clearly demonstrates the learner has met the assessment criteria and achieved the learning outcomes. These methods may include, for example:

- teacher-devised internal unit tests;
- photographs;
- written evidence, for example classwork;
- records of classroom observations;
- digital film;
- posters;
- mind maps;
- presentations;
- storyboards;
- spreadsheets; and/or
- screenshots.

There may be pieces of assessment evidence in a learner's portfolio that cover criteria for more than one unit, but teachers must assess each unit independently.

4.3 Assessment guidance

Teachers assessing the outcomes must have the appropriate skills and knowledge to assess learners' work for a unit. They must also:

- be able to authenticate the work as the learners' own;
- ensure that learners have met **all** the assessment criteria in a unit in order to achieve a level; and
- keep accurate records of all assessment decisions.

Learners will require different levels of guidance to complete the tasks and activities for their portfolio. The table on the next page provides a general guide to demonstrate the amount of guidance learners might need:

Level	Guidance
Entry 1	Learners at Entry 1 are beginning to use their skills, knowledge or understanding. They may need significant guidance.
Entry 2	Learners at Entry 2 use their skills, knowledge and understanding to carry out simple, familiar tasks and activities. They may need some guidance.
Entry 3	Learners at Entry 3 use their skills, knowledge and understanding to carry out structured tasks and activities. They may need little or no guidance.

It is the teacher's responsibility to ensure that the work presented for assessment is the learner's own. The work should demonstrate what the individual learner knows, understands and can do.

The table below provides guidance on the different areas of control within internally assessed units.

Areas of Control	Detail of Control
Authenticity	Learners should complete most of the work under the teacher's direct supervision. Teachers must be able to authenticate the work. Authentication can be for an individual piece of work, or for a learner's contribution to a piece of work. For up-to-date advice on plagiarism, or any other incident where malpractice is suspected, please refer to the Joint Council for Qualifications' document *Suspected Malpractice in Examinations and Assessments*, available at www.jcq.org.uk
Feedback	Unless otherwise specified, teachers can guide and support a learner to achieve the assessment criteria; however, the level of support must be reflected in the overall level achieved. Teachers should annotate the work, indicating the nature of guidance and support they have given. Teacher's advice to the learner on how to achieve the assessment criteria should be general rather specific.
Time/Word limit	There are 20 GLH for each unit.

Areas of Control	Detail of Control
Collaboration	Learners can work in groups, but it is essential that: • a teacher is able to identify individual contributions; and • learners provide an individual response, unless otherwise stipulated.
Resources	Learners' access to resources is determined by those available to the centre.

4.4 Task marking

Teachers must mark the portfolios using the assessment criteria provided in each unit. To achieve a level in each unit, learners must meet all the criteria.

Teachers must annotate all evidence within the portfolio to ensure fairness to learners and to assist with the moderation process. Annotation should take the form of:

- summative comments on the work, usually at the end, and on the learner's record sheet; and
- identification of key pieces of evidence throughout the work.

4.5 Internal standardisation

Centres must have arrangements in place for quality assurance of their assessment outcomes. Centres with more than one teacher assessing the outcomes for this specification must carry out internal standardisation before external moderation takes place. This is to ensure that, as far as possible, each teacher has applied the assessment criteria accurately.

The internal standardisation process may include meetings to discuss assessment decisions and feedback from previous submissions to us. As a result of internal standardisation, it may be necessary to adjust an individual teacher's marking. Where this happens, centres should make sure that they update their assessment documentation.

It is essential that all centres complete a Declaration of Internal Standardisation form and submit it to us with their samples of learners' work.

4.6 External moderation

Centres must submit assessment outcomes and samples to us according to the calendar of events set out in our Qualifications Administration Handbook, which you can access at www.ccea.org.uk. Moderators may adjust a centre's assessments in order to bring outcomes into line with their agreed standards.

We issue full instructions at the appropriate time on:

- the details of moderation procedures;
- the nature of sampling; and
- the dates by which centres must submit assessments and samples.

Centre staff may contact our officers (see Section 5) at any stage if they require advice, assistance or support regarding any aspect of assessment. We provide support to groups of centres, and also to individual centres, to discuss issues arising from the assessment and moderation processes.

4.7 Reporting outcomes

The learner must meet all the assessment criteria within a unit at a specified level for us to award a unit outcome at that level. We award each unit separately and report attainment in each unit on the learner's certificate. Where a learner achieves a pass in all six units, we also report an overall level of achievement on the certificate based on the criteria explained in the table below.

Overall Level	Criteria
Entry 3	A learner must achieve a minimum of four units (80 GLHs) awarded at Entry Level 3, with the other units awarded at Entry 1 or Entry 2. If there is a unit where the learner does not achieve a level, then we cannot award an overall level.
Entry 2	Where a learner has not met the requirements for the award of an overall Entry Level 3, then they must have achieved a minimum of four units (80 GLHs) at Entry 2 (or above) with the other two units awarded at Entry 1. If there is a unit where the learner does not achieve a level, then we cannot award an overall level.
Entry 1	Where a learner has not met the requirements for the award of an overall Entry Level 2, but has achieved a level in all six units (120 GLHs), we will award an overall Entry Level 1.

5 Links, Resources and Support

5.1 Support

We provide the following resources to support this specification:

- our website at www.ccea.org.uk; and
- a subject microsite within our website.

We intend to expand our range of support to include the following:

- Principal Moderator's report;
- schemes of work;
- centre support visits;
- support days for teachers;
- agreement trials; and
- a resource list.

5.2 Curriculum objectives

This specification builds upon the broad objectives of the Northern Ireland Curriculum. In particular, it enables learners to:

- develop as individuals and contributors to the economy, society and environment by providing opportunities to explore topics such as money management;
- develop personal skills in areas such as:
  - self-awareness, personal health and relationships (Personal Development);
  - diversity and inclusion, human rights and social responsibility, and equality and social justice (Citizenship); and
  - work in the local and global economy, and career management (Employability);
- develop an understanding of moral, ethical, social, legislative (including equality and disability discrimination), economic and cultural issues by providing opportunities to explore topics such as the use of money and data handling;
- develop skills that will enhance employability by providing opportunities to use whole numbers, percentages, money and data handling; and
- make effective use of technology by providing opportunities to use calculators, mobile devices and computers.

5.3 Skills development

This specification provides opportunities for learners to develop the following skills:

- application of number;
- communication;
- improving own learning and performance;
- information and communication technology;
- problem-solving; and
- working with others.

You can find details of the current standards and guidance for each of these skills on our website at www.ccea.org.uk

5.4 Entries and registration

Entry codes for this subject and details on how to register are available in our Qualifications Administration Handbook, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Entries, Results and Certification team using the contact details provided in this section.

5.5 Equality and inclusion

We have considered the requirements of equality legislation in developing this specification and have designed it to be as free as possible from ethnic, gender, religious, political or other forms of bias.

Reasonable adjustments are made for learners with disabilities in order to reduce barriers to accessing assessments. For this reason, very few learners will have a complete barrier to any part of the assessment.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. You can find information on reasonable adjustments in the Joint Council for Qualifications' document *Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications*, available at www.jcq.org.uk

5.6 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Nuala Tierney
  (telephone: (028) 9026 1200, extension 2292, email: ntierney@ccea.org.uk)

- Education Manager for the Qualification: Gavin Graham
  (telephone: (028) 9026 1200, extension 2658, email: ggraham@ccea.org.uk)

- Entries, Results and Certification
  (telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)

- Distribution
  (telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)

- Support Events Administration
  (telephone: (028) 9026 1401, email: events@ccea.org.uk)

- Information Section (including Freedom of Information requests)
  (telephone: (028) 9026 1200, email: info@ccea.org.uk)

- Business Assurance (appeals)
  (telephone: (028) 9026 1244, email: appealsmanager@ccea.org.uk)

- Moderation Team
  (telephone: (028) 9026 1200, extension 2211, email: mcorney@ccea.org.uk)

6 Summary of Changes since First Issue

(Most recent changes are indicated in red on the latest version)

Revision History Number	Date of Change	Page Number	Change Made
Version 1	N/A	N/A	N/A
Version 2	17 May 2016	22 26 27	Amendments to text Amendments and deletions of text Amendments to text
Version 2	4 March 2019	27	Education Manager contact details updated and Assessment Admin Team changed to Moderation Team and contact details changed
Version 2	17 September 2019	27	Contact details updated