

Qualification factsheet

Qualification overview

Qualification title	NCFE Level 3 Certificate in Mathematics for Everyday Life		
Qualification number (QN)	603/3437/X		
Total qualification time (TQT):	270	Guided learning hours (GL)	180
Entry requirements:	<p>This qualification is designed for post-16 learners studying a Key Stage 5 curriculum.</p> <p>The qualification is suitable for those with a grade of 4 or above in GCSE maths at age 16 (or equivalent), who are not taking AS/A Level maths or a Level 3 International Baccalaureate (IB) mathematics certificate as part of their 16–18 study programme. Some of the content in this qualification draws on higher tier GCSE topics as well as content drawn from beyond GCSE; however, the qualification is still suitable for those learners who have sat the foundation tier GCSE mathematics and achieved a grade 4 or above. Entry is at the centre's discretion.</p> <p>Equivalent Level 2 qualifications (such as Functional Skills Maths) may also be used as entry onto this qualification at the centre's discretion; however, we recommend that centres check the funding rules.</p> <p>Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the qualification with the relevant literacy, numeracy and health and safety aspects of this qualification.</p>		

About this qualification

This qualification enables learners to retain, deepen and extend their mathematical understanding. This is achieved through using mathematics to solve meaningful and relevant problems which will prepare learners for university, academic or vocational learning, employment and life. The word 'life' in our qualification title refers to all aspects of future needs.

This qualification addresses the specific needs of learners by providing a core of key themes. These are based in part on specific contexts and areas of interest that will complement a learner's main programme of study.

The key themes are:

- A: Understanding personal finance
- B: Understanding commerce
- C: Understanding chance
- D: Understanding data

Our proposed teaching and learning strategy is based around current events, ensuring it is meaningful and relevant to learners, parents, employers and FE/HE providers.

This qualification has been developed in conjunction with the Centre for Innovation in Mathematics Teaching (CIMT). CIMT is a research and development centre dedicated to helping teachers to enhance the mathematical progress of their learners. They work across all sectors of education, nationally and internationally. CIMT is run by teachers, for teachers, with the aim of enhancing, improving and sustaining mathematics teaching and learning at all Key Stages for the benefit of learners, parents and carers, trainee teachers, teachers and Tutors. As well as our own resources, CIMT's website also has a number of free resources which can be used to support delivery of this qualification. Please visit their website for more information: www.cimt.org.uk/.

Qualification structure

This is a linear qualification and has external assessment only.

To be awarded the Level 3 Certificate in Mathematics for Everyday Life, learners must achieve a minimum of a grade E from across the external assessments.

Assessment

This is a linear qualification and has external assessment only. There are 2 mandatory external assessment papers. Learners must attempt both papers in the same series. The external assessment papers are set and marked by NCFE.

Paper 1 is a written external assessment paper.

Paper 2* is a written external assessment paper with pre-release material and will be contextualised to the following vocations and areas of interest:

- business and administration or
- engineering and manufacturing or
- health and science

The mathematics covered in all vocations/areas of interest will be the same; it is only the contextualisation that will differ.

The external assessment element is mandatory, and centres are not permitted to amend the assessment materials.

The contextualisation means learners will be presented with issues and stories that are meaningful and/or of interest to them.

The contextualisation is not rigid and will be applied in the widest 2 of the questions on Paper 2 external assessment paper and will contain scenarios relevant to the vocations and areas of interest listed above.

*Centres will enter learners for one of these vocations/areas of interest when they enter their learners.

Progression opportunities

The benefits to learners from undertaking of this qualification are:

- deepen their competence in the selection and use of mathematical methods and techniques
- develop their confidence in representing and analysing authentic situations mathematically and in applying mathematics to address related questions and issues
- build their skills in mathematical thinking, reasoning and communication.

Learners who achieve this qualification could use the qualification to progress to a range of higher education courses and/or employment, across a broad range of academic, professional, creative and technical fields. For example, the inclusion of decision mathematics and statistics as well as graphical techniques will prepare learners for careers in management, finance, business, engineering, manufacturing, health, science, geographical studies, agriculture, operational research and industry as well as preparing learners for further educational study.



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