



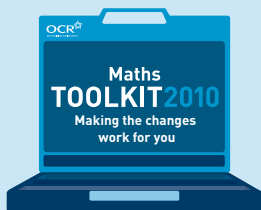
**GCSE Maths – ACCREDITED**

## **SUMMARY BROCHURE**

Our new accredited specifications will help you breathe life back into Maths for everyone

DECEMBER 2009

[www.ocr.org.uk/maths/gcse2010](http://www.ocr.org.uk/maths/gcse2010)



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The latest version of this brochure will always be available at [www.ocr.org.uk/maths/gcse2010](http://www.ocr.org.uk/maths/gcse2010)

## Introduction

From September 2010, learners beginning a new course of GCSE Maths study will need to be working towards the new specifications.

We've already involved thousands of Maths teachers and consulted with key stakeholders in the Maths teaching community throughout the development process. We've done this so that our new GCSE Mathematics specifications, support materials and publisher resources will provide you with everything you need to teach our new GCSEs with confidence.

## Introducing GCSE Mathematics A

Our straightforward, three-unit GCSE Mathematics A specification offers you choice – linear or unitised formats and three entry series – to help you meet the demands of different classes within the same cohort, so you can teach the way you prefer. A mix of specified content in each unit that ramps up in difficulty means that your learners can develop their analytical and problem solving skills in a range of contexts.

You and your learners can benefit from our Mathematics A specification because:

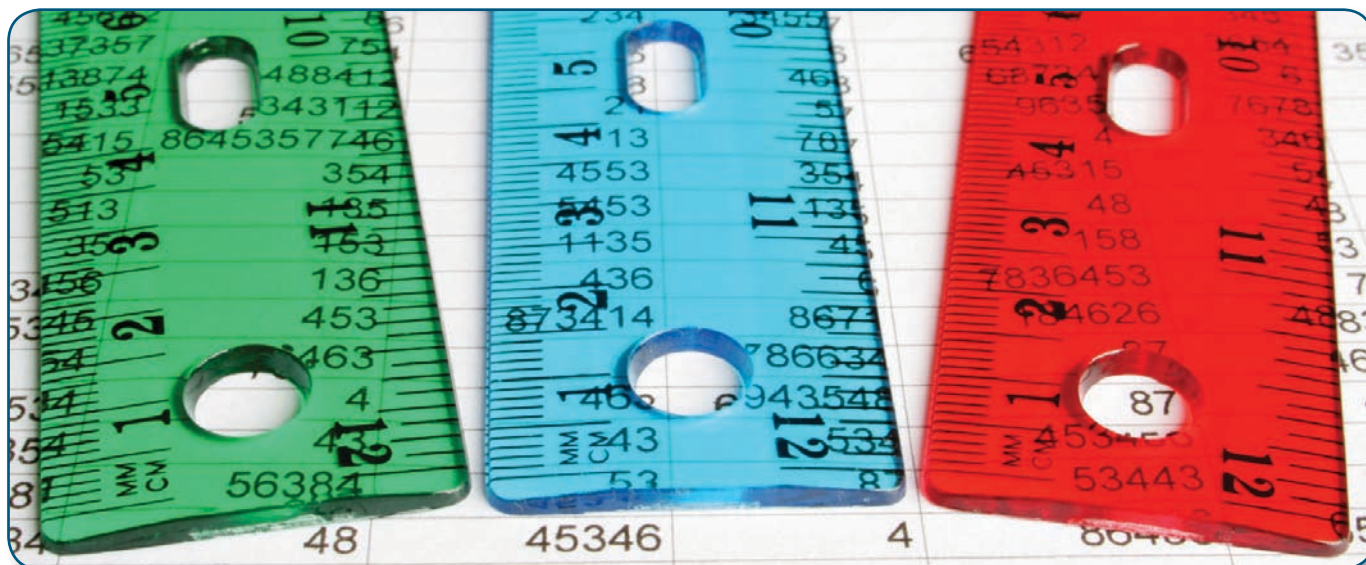
- It gives you the ability to **mix tiers of units** to help you optimise your learners' performance
- If you prefer, it **allows you to teach the specification content in the order you choose** (and take all the assessment at the end), which means you can meet the demands of a wide range of learners and abilities
- **It offers learners re-sit opportunities** without having to re-sit the complete course (due to the 40% terminal rule)
- We're developing **unique, dedicated problem solving resources** to support you in the teaching of AO3
- It offers **three assessment series**: January, June and November.

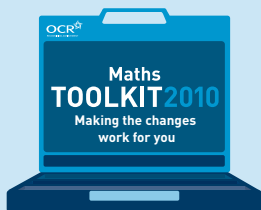
## Making 2010 GCSE changes easier for you

We want to make it as easy as possible for you to manage the changes to the new GCSE.

To minimise disruption, we will:

- Make available a range of Mathematics A support materials, which are designed to save you time in preparing to teach our specification – including specimen assessment materials and a *Guide to curriculum planning*
- Tailor our publisher resources to our new specification and make them available ahead of first teaching
- Keep you fully up to date. Look out for our *Focus on 14–19* magazine, and check online at [www.ocr.org.uk/maths/gcse2010](http://www.ocr.org.uk/maths/gcse2010)





## Course summary for GCSE Mathematics A

Here's a summary of the course details and the Assessment Objectives for GCSE Mathematics A:

| Unit title and description   | Assessment and duration   | Weighting  |
|--|---|------------|
| <p><b>A501/01: Mathematics Unit A (Foundation)</b></p> <ul style="list-style-type: none"> <li>General problem solving skills</li> <li>Ratio</li> <li>Sequences and formulae</li> <li>Constructions</li> <li>General data handling</li> <li>Number</li> <li>Factors, multiples and primes</li> <li>Linear equations</li> <li>Maps</li> <li>Hierarchy of operations</li> <li>General algebra and coordinates</li> <li>General measures</li> <li>Pythagoras' theorem in 2D</li> </ul>                                     | <p>Written paper<br/>1 hour<br/>60 marks<br/>Calculator permitted</p>             | <p>25%</p> |
| <p><b>A501/02: Mathematics Unit A (Higher)</b></p> <ul style="list-style-type: none"> <li>General problem solving skills</li> <li>Ratio</li> <li>Sequences and formulae</li> <li>Constructions</li> <li>Pythagoras' in 2D and 3D</li> <li>Number</li> <li>Factors, multiples and primes</li> <li>Linear equations</li> <li>Maps</li> <li>General data handling</li> <li>Heirarchy of operations</li> <li>General algebra and coordinates</li> <li>General measures</li> <li><b>Core trigonometry</b></li> </ul>        | <p>Written paper<br/>1 hour<br/>60 marks<br/>Calculator permitted</p>             | <p>25%</p> |
| <p><b>A502/01: Mathematics Unit B (Foundation)</b></p> <ul style="list-style-type: none"> <li>General problem solving skills</li> <li>Indices and surds</li> <li>Inequalities</li> <li>Transformations</li> <li>Number</li> <li>General algebra and coordinates</li> <li>General measures</li> <li>Bivariate data</li> <li>Fractions, decimals and percentages</li> <li>Functions and graphs</li> <li>Angles and properties of shapes</li> </ul>   | <p>Written paper<br/>1 hour<br/>60 marks<br/>Calculator not permitted</p>         | <p>25%</p> |
| <p><b>A502/02: Mathematics Unit B (Higher)</b></p> <ul style="list-style-type: none"> <li>General problem solving skills</li> <li>Indices and surds</li> <li>Inequalities</li> <li>Transformations</li> <li>Number</li> <li>General algebra and coordinates</li> <li>General measures</li> <li><b>Vectors</b></li> <li>Fractions, decimals and percentages</li> <li>Functions and graphs</li> <li>Angles and properties of shapes</li> <li>Bivariate data</li> </ul>   | <p>Written paper<br/>1 hour<br/>60 marks<br/>Calculator not permitted</p>         | <p>25%</p> |
| <p><b>A503/01: Mathematics Unit C (Foundation)</b></p> <ul style="list-style-type: none"> <li>General problem solving skills</li> <li>Social arithmetic</li> <li>Real life and non-linear functions</li> <li>The study of chance</li> <li>Number</li> <li>General algebra and coordinates</li> <li>General measures</li> <li>Upper and lower bounds</li> <li>Algebraic manipulation</li> <li>Area and volume</li> </ul>  | <p>Written paper<br/>1 hour 30 minutes<br/>100 marks<br/>Calculator permitted</p> | <p>50%</p> |
| <p><b>A503/02: Mathematics Unit C (Higher)</b></p> <ul style="list-style-type: none"> <li>General problem solving skills</li> <li>Upper and lower bounds</li> <li>Algebraic manipulation</li> <li>Area and volume</li> <li>Number</li> <li>Social arithmetic</li> <li>Real life and non-linear functions</li> <li><b>Extension trigonometry and Pythagoras' theorem</b></li> <li><b>Standard index form</b></li> <li>General algebra and coordinates</li> <li>General measures</li> <li>The study of chance</li> </ul> | <p>Written paper<br/>2 hours<br/>100 marks<br/>Calculator permitted</p>           | <p>50%</p> |

## Assessment Objectives

The assessments are designed to reflect the non-statutory guidelines for GCSE Mathematics A. Learners are expected to demonstrate the following:

- **AO1** Recall and use their knowledge of the prescribed content  
45-55%
- **AO2** Select and apply mathematical methods in a range of contexts  
25-35%
- **AO3** Interpret and analyse problems and generate strategies to solve them  
15-25%

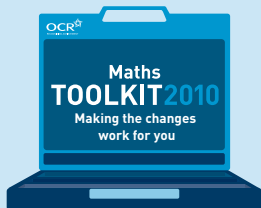
## Notes

Learners are permitted to use a scientific or graphical calculator for Units A501 and A503. All calculators must conform to the rules specified in the document *Instructions for Conducting Examinations*, published annually by the Joint Council for Qualifications ([www.jcq.org.uk](http://www.jcq.org.uk)).

## What's new?

Here's what you and your learners will find new about our GCSE Mathematics A specification:

- Certification will be available in January, June **and** November.
- Learners will sit three papers – each of the three units (A, B and C) has **specified** content and the units can be taken in any order.
- Units A and B are each worth 25% and Unit C is worth 50%.
- For 25% of the assessment (Unit B) learners aren't allowed to use a calculator, while for the remaining 75% (Units A and C), a calculator is permitted.
- At both Foundation and Higher tier, Units A and B are each of 1 hour's duration. Unit C is of 1.5 hours' duration at Foundation tier, and of 2 hours' duration at Higher tier.
- For centres used to teaching a linear course, our new specification, although unitised, has been designed so that it can still be taken in this way. To do this, learners just need to sit Units A and B (which are timetabled together) in one examination slot and Unit C in a second examination slot in the series when they wish to certificate.
- In common with all new GCSE Mathematics specifications, there are new Assessment Objectives (please see adjacent block for details). For the first time, quality of written communication will be assessed in all new GCSE Mathematics specifications.
- Also in common with all new GCSE Mathematics specifications, functional elements of mathematics will be assessed in our new specification. Learners don't have to pass Functional Skills Maths at Level 2 to gain a grade C or higher in GCSE Mathematics. However, learners preparing for the new GCSE Mathematics A specification may also be in a position to achieve a Functional Skills Maths qualification.



## Introducing GCSE Mathematics B

Our GCSE Mathematics B is a two-paper linear specification. With a scheme of assessment consisting of two tiers – foundation tier and higher tier – you are free to teach learners the content for the appropriate tier in whichever order you choose. You will have the opportunity to plan your own programme of study, addressing and linking topics in the way that suits you best – and we've produced an appendix to help you do it.

You and your learners can benefit from our Mathematics B specification because:

- It will help to **develop your learners' problem solving skills** before they have to do the assessments
- It will **allow all learners**, including late-bloomers, **to realise their potential**
- **Precious teaching time can be saved for rich tasks** that will help to engage your learners' minds, rather than spent revising for modules
- It offers **three assessment series** available from June 2012: March, June and November
- The content is divided up into teaching stages that are graduated in difficulty and this **supports an alternative teaching approach** that targets the level of teaching appropriately to the needs and abilities of different learners or groups. Our Teachers' Guide explains how to use the teaching stages and build your learners' confidence
  - These stages will enable you to use our **Stage Tests as formative assessments** to identify strengths and areas for improvement (*Stage Tests would be marked in school and would not count towards the GCSE grade*).

## Making 2010 GCSE changes easier for you

We want to make it as easy as possible for you to manage the changes to the new GCSE.

To minimise disruption, we will:

- Make available a range of Mathematics B support materials, which are designed to save you time in preparing to teach our specification – including specimen assessment materials and a *Guide to curriculum planning*
- Tailor our publisher resources to our new specification and make them available ahead of first teaching
- Keep you fully up to date. Look out for our *Focus on 14–19* magazine, and check online at [www.ocr.org.uk/maths/gcse2010](http://www.ocr.org.uk/maths/gcse2010)



## Course summary for GCSE Mathematics B

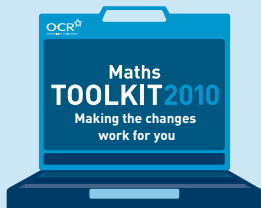
Here's a summary of the course details and the Assessment Objectives for GCSE Mathematics B:

- GCSE Mathematics B is a linear specification: learners take **either** Foundation tier Paper 1 and Paper 2 **or** Higher tier Paper 3 and Paper 4 in the same series.
- Foundation tier assesses Grades C to G and Higher tier assesses Grades A\* to D (E).

| Description   | Assessment and duration   | Weighting | Assessment Objectives   |
|---|---|-----------|---|
| <b>J567/01: Mathematics Paper 1 (Foundation)</b> <ul style="list-style-type: none"> <li>• Number</li> <li>• Algebra</li> <li>• Geometry and measures</li> <li>• Statistics</li> </ul> | Written paper<br>1 hour 30 minutes<br>100 marks<br>Calculator not permitted | 50%       | The assessments are designed to reflect the non-statutory guidelines for GCSE Mathematics B. Learners are expected to demonstrate the following: <ul style="list-style-type: none"> <li>• <b>AO1</b> Recall and use their knowledge of the prescribed content<br/>45-55%</li> <li>• <b>AO2</b> Select and apply mathematical methods in a range of contexts<br/>25-35%</li> <li>• <b>AO3</b> Interpret and analyse problems and generate strategies to solve them<br/>15-25%</li> </ul> |
| <b>J567/02: Mathematics Paper 2 (Foundation)</b> <ul style="list-style-type: none"> <li>• Number</li> <li>• Algebra</li> <li>• Geometry and measures</li> <li>• Statistics</li> </ul> | Written paper<br>1 hour 30 minutes<br>100 marks<br>Calculator permitted     | 50%       |   |
| <b>J567/03: Mathematics Paper 3 (Higher)</b> <ul style="list-style-type: none"> <li>• Number</li> <li>• Algebra</li> <li>• Geometry and measures</li> <li>• Statistics</li> </ul>     | Written paper<br>1 hour 45 minutes<br>100 marks<br>Calculator not permitted | 50%       |   |
| <b>J567/04: Mathematics Paper 4 (Higher)</b> <ul style="list-style-type: none"> <li>• Number</li> <li>• Algebra</li> <li>• Geometry and measures</li> <li>• Statistics</li> </ul>     | Written paper<br>1 hour 45 minutes<br>100 marks<br>Calculator permitted     | 50%       |   |

## Notes

Learners are permitted to use a scientific or graphical calculator for Papers 2 and 4. All calculators must conform to the rules specified in the document *Instructions for Conducting Examinations*, published annually by the Joint Council for Qualifications ([www.jcq.org.uk](http://www.jcq.org.uk)).



## What stays the same, what changes?

Here's what you and your learners will find familiar and new about our GCSE Mathematics B specification:

|            | What stays the same?   | What changes?  |
|------------|--|--|
| Structure  | <ul style="list-style-type: none"> <li>Teachers are free to teach the specification in whichever order they like.</li> <li>Learners are permitted to use a scientific or graphical calculator for Papers 2 and 4. Calculators are subject to the rules in the document <i>Instructions for Conducting Examinations</i>, published annually by the Joint Council for Qualifications.</li> </ul> |  |
| Content    |  | <ul style="list-style-type: none"> <li><b>New Assessment Objectives</b>, testing mathematical processes.</li> </ul>  |
| Assessment | <ul style="list-style-type: none"> <li>As <b>this is a linear GCSE</b>, learners take both assessments for the tier in the same series.</li> <li>There are <b>100 marks available on each paper</b>.</li> </ul>  | <ul style="list-style-type: none"> <li><b>New assessment series</b>: assessment is available in March, June and November from June 2012.</li> <li>The <b>examination time</b> is now 1 hour 30 minutes for each Foundation tier paper, and 1 hour 45 minutes for each Higher tier paper.</li> <li>The <b>functional elements of mathematics are now assessed</b>. The weightings are 30-40% at Foundation tier and 20-30% at Higher tier.</li> <li><b>Quality of written communication is assessed</b> - questions assessing QWC will be marked with an asterisk (*). Learners have to present these answers in an appropriate form, which may involve the correct use of formulae, equations, expressions, or even labelled diagrams. They will also have to organise their answer clearly and coherently.</li> </ul> |



## Supporting you all the way

We recognise that the introduction of the new Assessment Objectives, problem solving and functional elements of mathematics will bring challenges for implementation and teaching. Our aim is to help you at every stage and we're working hard to provide a practical package of support in close consultation with teachers and other experts so that we can make the changes work for you. The support will be designed to save you time while you prepare for and teach our new specifications.

## An even better service

You can look forward to new and improved services and resources such as:

**Active Results** – analyse your learners' results in greater detail with our new, free online results analysis software.

- It makes richer and more granular data available to centres including question-level data from e-marking.
- It links candidate data from OCR (grades, marks, question level) with national data already available to your centre (prior attainment and contextual data for learners).
- It enables you to identify the strengths and weaknesses of individual learners and your centre's cohort as a whole within specific qualifications.

This service is now available. For more information, go to [www.ocr.org.uk/interchange/active\\_results.html](http://www.ocr.org.uk/interchange/active_results.html)

**Dedicated AO3 problem solving guide and classroom resources** – teach our Maths specifications with confidence knowing our authors have years of problem solving expertise to draw on from our GCSE pilots in Mathematics and Additional Mathematics.

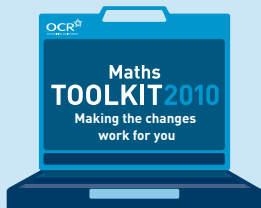
**J517 module mapping for each new specification** – designed to make the transition from our current Mathematics C (Graduated Assessment) specification to our new specifications as easy as possible for you.

**A dedicated telephone helpline** – now you can call our dedicated and trained support team if you have any queries relating to GCSE Mathematics and other Mathematics qualifications on **0300 456 3142**. It's available 8.00am – 5.30pm, Monday – Friday.

On top of this, our core support services will also include:

- **FREE** INSET training
- Schemes of work and lesson plans
- Teachers' Guide – details how to use the stages of Specification B
- Specimen assessment materials including mark schemes
- Guide to curriculum planning
- Parent/Learner Guide
- Mock examination papers (from 2010)
- Endorsed publisher partner resources
- e-community – online forum where you can communicate with other subject specialists to share knowledge, resources, views and ideas
- Interchange – a completely secure, free website that helps you and your exams officer save time on administrative tasks at examination time
- Virtual toolkit – build your own Maths toolkit at [www.maths.myocronline.co.uk](http://www.maths.myocronline.co.uk)
- e-alert updates – keep up to date by email. Register online at [www.ocr.org.uk/2010signup](http://www.ocr.org.uk/2010signup)





## Publisher support for you



### GCSE Mathematics A

We're working together with our publisher partner Oxford University Press to offer you the best possible chance of achieving GCSE success from 2010 onwards, making it easy to teach the changing curriculum your way and help your learners reach their full potential. The flexible package of Oxford University Press resources will be available in Spring 2010, and will include student books, practice books, teacher guides and OxBox CD-ROMs.

For more information and publication dates, please visit [www.ocr.org.uk/gcse2010](http://www.ocr.org.uk/gcse2010), select your subject and choose *Published resources* from the menu on the right.

#### Evaluation Pack

|               |  |        |
|---------------|--|--------|
| 9780199139279 | Oxford GCSE Maths for OCR Evaluation Pack<br><i>Free evaluation for 30 days!</i> | £30.00 |
|---------------|--|--------|

#### Student Books

|               |   |        |
|---------------|---|--------|
| 9780199139293 | Oxford GCSE Maths for OCR Foundation Student Book | £18.00 |
| 9780199139286 | Oxford GCSE Maths for OCR Higher Student Book     | £18.00 |

#### Teacher Guides

|               |  |        |
|---------------|--|--------|
| 9780199127283 | Oxford GCSE Maths for OCR Foundation Teacher's Guide | £75.00 |
| 9780199127290 | Oxford GCSE Maths for OCR Higher Teacher's Guide     | £75.00 |

#### Practice Books

|               |  |       |
|---------------|--|-------|
| 9780199139309 | Oxford GCSE Maths for OCR Foundation Practice Book | £6.50 |
| 9780199139316 | Oxford GCSE Maths for OCR Higher Practice Book     | £6.50 |

#### OxBoxes

|               |  |         |
|---------------|--|---------|
| 9780199139323 | Oxford GCSE Maths for OCR Interactive OxBox CD-ROM | £400.00 |
| 9780199127306 | Oxford GCSE Maths for OCR Assessment OxBox CD-ROM  | £300.00 |



## GCSE Mathematics B

We're working with our publisher partner Hodder Education to produce an exciting new range of resources. These have been written and edited by experienced examiners and authors, combining their teaching and examining expertise to provide relevant and meaningful coverage of the course. The only resources developed in partnership with OCR, they provide comprehensive support for our new specification.

The resources will include three Student Books, three Teacher and Assessment Packs, and three Homework Books. You'll also be able to access full digital support. This includes interactive online assessment that allows you to track learners' progress, highlighting the best way to achieve success. The reports not only identify learners' strengths and weaknesses, but also provide links to print and digital resources that will help them improve their knowledge and skills.

Visit [www.hoddereducation.co.uk/ocrgcsemathsb](http://www.hoddereducation.co.uk/ocrgcsemathsb) to find out more, or visit [www.ocr.org.uk/gcse2010](http://www.ocr.org.uk/gcse2010), select your subject and choose *Published resources* from the menu on the right.

### Evaluation Pack

978 1 444 11015 9 OCR GCSE Mathematics B Evaluation Pack

FREE

### Student Books

OCR Mathematics for GCSE Specification B – Higher Silver and Gold Student Book

OCR Mathematics for GCSE Specification B – Foundation Silver and Gold / Higher Initial and Bronze Student Book

OCR Mathematics for GCSE Specification B – Foundation Initial and Bronze Student Book

### Teacher and Assessment Packs

OCR Mathematics for GCSE Specification B – Higher Silver and Gold Teacher and Assessment Pack

OCR Mathematics for GCSE Specification B – Foundation Silver and Gold / Higher Initial and Bronze Teacher and Assessment Pack

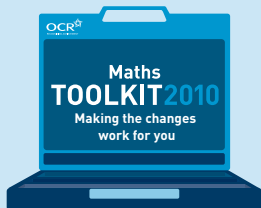
OCR Mathematics for GCSE Specification B – Foundation Initial and Bronze Teacher and Assessment Pack

### Homework Books

OCR Mathematics for GCSE Specification B – Higher Silver and Gold Homework Book

OCR Mathematics for GCSE Specification B – Foundation Silver and Gold / Higher Initial and Bronze Homework Book

OCR Mathematics for GCSE Specification B – Foundation Initial and Bronze Homework Book



## INSET training – designed for you

Available from January 2010, our **FREE** GCSE Maths *Get Started* events will include useful information about our new specifications direct from the experts. Designed to help smooth the path to the 2010 changes, they'll also provide you with an opportunity to speak face-to-face with our team.

### *Get Started* – planning for first teaching September 2010

These constructive **FREE** half-day courses are based on our accredited GCSE Mathematics A and B specifications and will provide essential information, guidance and practical support to help you teach them.

Here's what you can expect:

- Advice on how to make the structures of the specifications work best for you and your learners
- A summary of the new Assessment Objectives and their implications for teaching
- A more detailed look at our practical package of support and resources, including Active Results, our publishers' materials, the A03 Problem Solving Guide and more besides.

For our full list of course dates, times and locations and to **book your free place**, please visit [www.ocreventbooker.org.uk](http://www.ocreventbooker.org.uk) using course ref. **OMAH2**. An online booking will be confirmed instantly.

To find out about other ways to book, please visit [www.ocr.org.uk/training](http://www.ocr.org.uk/training) or email [training@ocr.org.uk](mailto:training@ocr.org.uk).

To get the most out of our training, you may want to familiarise yourself with **both** accredited Maths specifications beforehand. You can download them at [www.ocr.org.uk/2010](http://www.ocr.org.uk/2010).



## Be part of our Mathematics 'linked pair' pilot

We've developed a new pilot for a 'linked pair' of GCSE Mathematics qualifications.

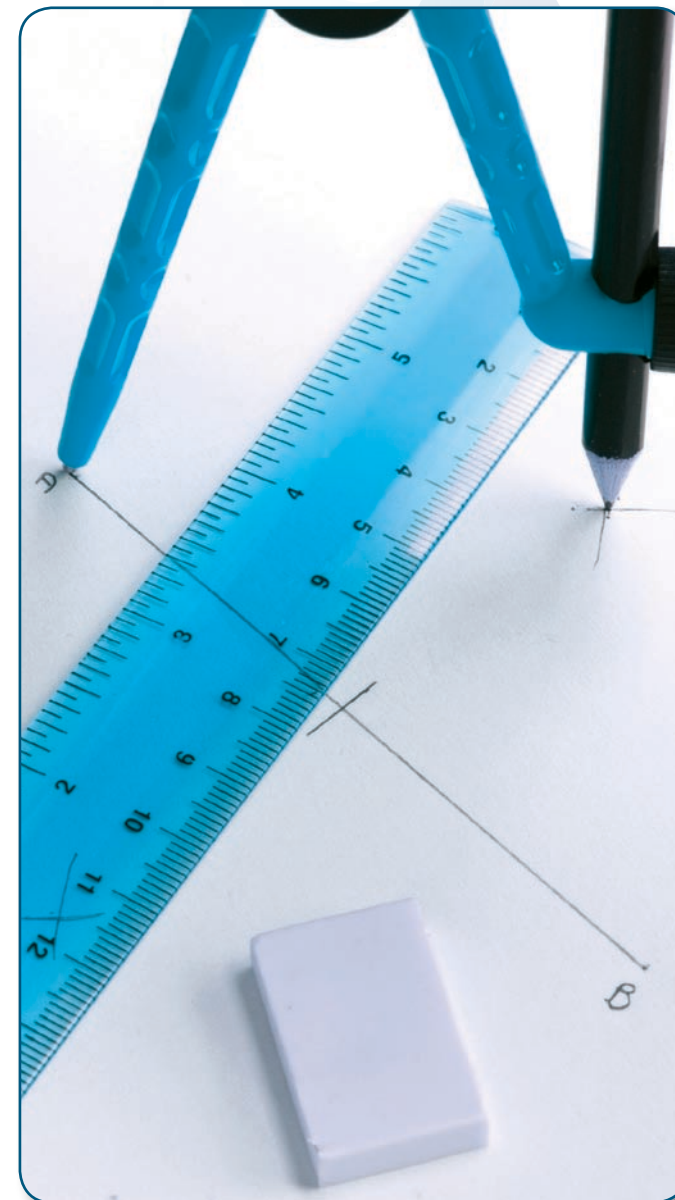
The two accredited specifications in the 'linked pair' are GCSE Applications of Mathematics and GCSE Methods in Mathematics and both have their own separate criteria, content and Assessment Objectives. They will begin first teaching from September 2010, while first certification will be in June 2011.

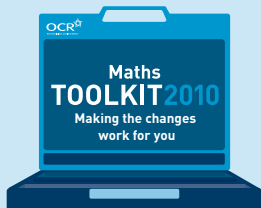
These two GCSE Mathematics qualifications meet the requirements of the new Key Stage 4 Programme of Study and, between them, they cover more content than the single GCSE.

Learners will need to sit both the Applications of Mathematics and Methods in Mathematics examination papers and, if successful, they'll gain two GCSE qualifications.

There are only limited opportunities for centres to join our pilot, so if you'd like to take part, please register your interest by simply emailing us at [LinkedPairMaths@ocr.org.uk](mailto:LinkedPairMaths@ocr.org.uk) with your centre number, a contact name and an email address.

Meanwhile, please download our accredited 'linked pair' pilot specifications from [www.ocr.org.uk/2010](http://www.ocr.org.uk/2010) and visit the QCDA website for more information at [www.qca.org.uk/qca\\_24956.aspx](http://www.qca.org.uk/qca_24956.aspx)





## Functional skills – equip your learners for life

Functional skills are practical skills in Maths, English and ICT that help learners get the most out of work, education and everyday life.

### Standalone qualification

With functionality embedded into our new GCSE Mathematics A and GCSE Mathematics B specifications for first teaching from September 2010, your learners will be on their way to becoming equipped with the necessary skills to successfully complete OCR's standalone Functional Skills Maths assessment should they so wish.

Functional Skills Maths is recognised as a standalone qualification worth 23 points at Level 2.

Our support materials for the new GCSEs will incorporate aspects of functionality and will signpost exit points to show teachers when learners are ready to sit the standalone assessment.

Furthermore, from 2011 the government is committed to introducing a new measure within the new school report card, so achieving functional skills will have a direct impact on the overall indicators of your school's performance.

## Positive support for our approach to assessment

As we've moved into the third year of a very successful functional skills pilot, we're delighted that Ofqual has published qualification and subject criteria in all three subjects that show very strong support for our pilot's assessment approach. In particular, we welcome how it enables learners to demonstrate their skills in what are recognised to be 'real life contexts'.

The criteria support the assessment model we've adopted throughout our functional skills pilot; for example each assessment must be designed to assess a single level. We use open-ended, task-based assessments to draw out young people's independent thinking skills and apply them in different settings.

Full implementation of the new functional skills qualifications will begin in September 2010. To be one of the first to see our new specifications when they're released, sign up with us for email updates at [www.ocr.org.uk/updates](http://www.ocr.org.uk/updates).

## Introducing OCR

We're a leading UK awarding body, providing an exciting range of qualifications to meet the needs of learners of all ages and abilities.

We want to help you make the most of your passion for your subject and believe in developing specifications that help you bring it to life, so learners are more likely to engage with it and achieve more. We listen to and learn from you in order to help us improve our qualifications and support services, and to make sure you and your learners get as much as possible from our qualifications.

You'll receive full support when you're teaching our qualifications. You can enjoy free training events, and choose from a useful selection of teaching materials and resources – all written for you by expert developers to make working with us easier and more rewarding.

## Next steps – your checklist

We hope we've whetted your appetite to find out more about our new GCSE Mathematics specifications. Our range of support services will certainly help you to do just that. Why not check them out today.

- Bookmark [www.ocr.org.uk/maths/gcse2010](http://www.ocr.org.uk/maths/gcse2010)
- Be among the first to hear about support materials and resources as they become available. Register for email updates at [www.ocr.org.uk/2010signup](http://www.ocr.org.uk/2010signup)
- Book your **FREE** INSET training place online at [www.ocr.org.uk/eventbooker](http://www.ocr.org.uk/eventbooker)
- Switch to OCR and apply to be an OCR approved centre at [www.ocr.org.uk/switch](http://www.ocr.org.uk/switch)
- Learn more about Active Results and watch a short video at [www.ocr.org.uk/interchange/active\\_results.html](http://www.ocr.org.uk/interchange/active_results.html)
- Join our e-community at [www.ocrcommunity.org.uk/maths](http://www.ocrcommunity.org.uk/maths)

### *And don't forget...*

- Send in your completed Expression of Interest (EOI) form.

Letting us know about your intention to offer our new GCSE will help us ensure that we have the right level of support in place to meet your needs – and it's now even easier to do! Simply fill in the enclosed EOI form and return it in the pre-paid envelope or fax back your form to 024 76 851633.

## Need more help?

Our aim is to assist you however we can.

As well as giving you a toolkit of support services and resources to pick and choose from, we're also here to help you with specialist advice, guidance and support for those times when you simply need a more individual service.

Here's how to contact us for specialist advice:

**By phone:** 0300 456 3142

**By email:** [maths@ocr.org.uk](mailto:maths@ocr.org.uk)

**By fax:** 024 76 851633

**By post:** Customer Contact Centre, OCR, Progress House, Westwood Business Park, Coventry CV4 8JQ



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**www.ocr.org.uk**

OCR customer contact centre

**Vocational qualifications**

Telephone 024 76 851509

Facsimile 024 76 851633

Email [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

**General qualifications**

Telephone 01223 553998

Facsimile 01223 552627

Email [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

*For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.*

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