

**GCSE Equivalence Test  
MATHS  
Guidance for Candidates**

The GCSE Equivalence tests in mathematics offered by Educate Teacher Training are intended to provide you with the opportunity to gain a qualification which is equivalent to a GCSE mathematics qualification that would be awarded by one of the traditional awarding bodies – OCR, AQA, WJEC and Edexcel.

However, it is important for you to appreciate that while the majority of institutions and organisations will consider a Grade C or higher pass in an equivalence test as being equivalent to a grade C or higher GCSE award they are under no obligation to do so.

The Educate Teacher Training equivalence tests are written and marked by experienced GCSE examiners who have many years of marking and awarding GCSE mathematics examinations.

**OVERVIEW**

- You can take either Foundation Tier Papers, papers F1 and F2 or Higher Tier Papers, papers H1 and H2.
- Foundation Tier Papers will offer grades G to C  
Higher Tier papers will offer grades D to A\*
- The structure of the equivalence test is as follows:

**Foundation Tier**

Paper 1 F1	Written paper 1 hour 30 minutes 100 marks Calculator <b>not</b> permitted	Paper 2 F2	Written paper 1 hour 30 minutes 100 marks Calculator permitted
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**Higher Tier**

Paper 1 H1	Written paper 1 hour 45 minutes 100 marks Calculator <b>not</b> permitted	Paper 2 H2	Written paper 1 hour 45 minutes 100 marks Calculator permitted
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You will be expected to answer all the questions on each of the papers you take. You will need to have geometrical instruments and for the second paper, a calculator.

## Grade Descriptions

The following grade descriptions are provided to give a general indication of the standards likely to have been shown for the award of a particular grade but should be looked at in relation to the content which is set out below.

### Grade F

- Candidates use some mathematical techniques, terminology, diagrams and symbols from the foundation tier consistently, appropriately and accurately. Candidates use some different representations effectively and can select information from them. They complete straightforward calculations competently with and without a calculator. They use simple fractions and percentages, simple formulae and some geometric properties, including symmetry.
- Candidates work mathematically in everyday and meaningful contexts. They make use of diagrams and symbols to communicate mathematical ideas. Sometimes, they check the accuracy and reasonableness of their results.
- Candidates test simple hypotheses and conjectures based on evidence. Candidates are able to use data to look for patterns and relationships. They state a generalisation arising from a set of results and identify counter-examples. They solve simple problems, some of which are non-routine.

### Grade C

- Candidates use a range of mathematical techniques, terminology, diagrams and symbols consistently, appropriately and accurately. Candidates are able to use different representations effectively and they recognise some equivalent representations eg numerical, graphical and algebraic representations of linear functions; percentages, fractions and decimals. Their numerical skills are sound and they use a calculator accurately. They apply ideas of proportionality to numerical problems and use geometric properties of angles, lines and shapes.
- Candidates identify relevant information, select appropriate representations and apply appropriate methods and knowledge. They are able to move from one representation to another, in order to make sense of a situation. Candidates use different methods of mathematical communication.
- Candidates tackle problems that bring aspects of mathematics together. They identify evidence that supports or refutes conjectures and hypotheses. They understand the limitations of evidence and sampling, and the difference between a mathematical argument and conclusions based on experimental evidence.

- They identify strategies to solve problems involving a limited number of variables. They communicate their chosen strategy, making changes as necessary. They construct a mathematical argument and identify inconsistencies in a given argument or exceptions to a generalisation.

## **Grade A**

- Candidates use a wide range of mathematical techniques, terminology, diagrams and symbols consistently, appropriately and accurately. Candidates are able to use different representations effectively and they recognise equivalent representations for example numerical, graphical and algebraic representations. Their numerical skills are sound, they use a calculator effectively and they demonstrate algebraic fluency. They use trigonometry and geometrical properties to solve problems.
- Candidates identify and use mathematics accurately in a range of contexts. They evaluate the appropriateness, effectiveness and efficiency of different approaches. Candidates choose methods of mathematical communication appropriate to the context. They are able to state the limitations of an approach or the accuracy of results. They use this information to inform conclusions within a mathematical or statistical problem.
- Candidates make and test hypotheses and conjectures. They adopt appropriate strategies to tackle problems (including those that are novel or unfamiliar), adjusting their approach when necessary. They tackle problems that bring together different aspects of mathematics and may involve multiple variables. They can identify some variables and investigate them systematically; the outcomes of which are used in solving the problem.
- Candidates communicate their chosen strategy. They can construct a rigorous argument, making inferences and drawing conclusions. They produce simple proofs and can identify errors in reasoning.

You will need to note that credit, wherever possible, is available for clear and unequivocal evidence of the correct method being applied – regardless of the correctness or not of the final answer.

Credit is also given for the Quality of Written Communication, (QWC). This involves more than quality of English. It also encompasses clarity of mathematical and graphical communication.

**A more detailed overview of content will be sent to you upon application.**