

Edexcel Entry Level  
Entry Level Certificate in  
Mathematics 8922

Summer 2006

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Examiners' Report

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8922

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# **1 PRINCIPAL EXAMINER'S REPORT ENTRY LEVEL 8922**

## **1.1 GENERAL POINTS**

- 1.1.1 Candidates seemed well prepared for the tests and tasks. A majority were able to achieve Level 3.
- 1.1.2 To be eligible for an award at a particular level, candidates need to pass ONE stage test at that level and gain the same, or a higher level, in each of the three skill areas in the tasks.
- 1.1.3 Please note it is only necessary to send, to the moderator, ONE test passed at the highest level.
- 1.1.4 Some candidates achieved higher levels in the tasks than in the tests. We would like to suggest that the task mark be used to encourage the candidate to improve the test results. We encourage centre's to sit candidates for the tests early enough to allow for further practice and revision.
- 1.1.5 Tests should be given to the candidates at any appropriate time during the course, under normal classroom conditions, to maximise the level for the candidate.
- 1.1.6 In general the presentation of the tasks was done extremely well and it is obvious that a great deal of pride is taken in the work.
- 1.1.7 In the majority of cases the level gained in Skill Area 3 is lower than in Skill Areas 1 and 2. We encourage centres to ask 'What do you notice?' then encourage the candidate to write their response, or the adult in charge should write: 'She/he said that the numbers go up in three's.' Which is enough to gain level 3 in Skill Area 3. Where work is annotated, or written, by the teacher or an assistant would they please indicate this.
- 1.1.8 In general the presentation of the tasks was done extremely well and it is obvious that a great deal of pride is taken in the work.

## **1.2 GENERAL ADMINISTRATION**

- 1.2.1 The majority of centres were able to meet the deadlines for the samples to be with their moderator, took care in compiling the sample in candidate number order and completed the record forms accurately. All moderators appreciate this time and effort. Thank you.

- 1.2.2 Centres are reminded that the work of the highest and lowest attaining candidate should always be included. When sampled candidates have been marked with 'X' on the OPTEMS centres are requested to replace that candidates work with another.
- 1.2.3 Some centres had immense problems with the administration connected with the moderation process, for a wide variety of reasons. All relevant information can be found at: [www.edexcel.org.uk](http://www.edexcel.org.uk) go to 'Qualification' choose 'Entry level certificate' then from the 'In this section' list chose 'Mathematics', click on 'Specification and specimen assessment material PDF'.
- 1.2.4 Once you have your Moderators details then please contact them if you have any queries; alternatively you can always contact the Principal Moderator at [sue@branfield.com](mailto:sue@branfield.com) for assistance.
- 1.2.5 For those centres that are entering candidates for both GCSE and Entry Level: if a candidate's coursework task is sampled at GCSE then a photocopy should be sent to the Entry Moderator.
- 1.2.6 As this is a moderation process it is necessary for centres to show where and how levels have been awarded. We ask centres to annotate the tasks in the body of the work or use the record sheet.
- 1.2.7 Please note that the 'Mark' column of the OPTEMS should be completed using the LEVEL being awarded, i.e. 1, 2 or 3 and 01, 02 or 03 respectively should be shaded in the circles in the right hand section 'For Centre Assessor's Use'. Send the top copy to Edexcel as indicated in the left hand margin, send the yellow copy to the moderator with the sample and retain the green copy at the centre.
- 1.2.8 Tests may be photocopied on to coloured paper and enlarged for those candidates who require enlarged scripts.

### 1.3 TESTS AND TASKS

- 1.3.1 The marking of the stage tests was generally accurate but there were a few cases where an inaccurate test mark resulted in the reduction of the award being claimed.
- 1.3.2 Some marking has been harsh with spelling. In cases of ambiguous/doubtful spelling we encourage teachers to check with the candidate and record the candidates response on the test for the moderator to take into account.
- 1.3.3 The vast majority of centres demonstrated a very high standard of assessment of the tasks and the excellent annotation was particularly

helpful in the moderation process. Annotation is getting better and better. Thank you.

- 1.3.4 The most successful tasks are Payphone, Borders, Dice Game and Hidden Faces, with many candidates taking great care with their presentation and showing clear understanding of the task.
- 1.3.5 Where data handling projects were submitted these generally were well above the standard for level 3.

#### 1.4 CONCLUDING REMARKS

- 1.4.1 We would like to thank centres for their cooperation and being most helpful when contacted by their moderator. Entry Level assessment relies on entirely on the teacher in the classroom and we congratulate all the teachers on making this course so successful for their candidates. The moderators are very pleased at being able to award a level to so many youngsters who find education difficult and we hope they will be delighted with the Certificate.

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