

Edexcel ELC
Entry Level Certificate in
Mathematics

June 2007

Examiner Report

September 2007

Publications Code

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1. GENERAL POINTS

- 1.1 Candidates seemed well prepared for the tests and tasks. A majority were able to achieve Level 3.
- 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 ALL of the three skill areas in the tasks.
- 1.3 Please note it is only necessary to send, to the moderator, ONE test passed at the highest level.
- 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. 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.
- 1.5 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.

2. GENERAL ADMINISTRATION

- 2.1 The majority of centres were able to meet the deadline for the sample to be with their moderator and administration was much improved this summer. All moderators appreciate the time and effort it takes to fulfil the administrative procedures. Thank you.
- 2.2 There were many centres that completed the 'Mark' column of the OPTEMS incorrectly. The 'Mark' column should show the LEVEL (1, 2 or 3), full instructions can be found on the back of the green copy.
- 2.3 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's.
- 2.4 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 go to 'Qualification' choose 'Entry level certificate' then from the 'In this section' list chose 'Mathematics', click on 'Specification and specimen assessment material PDF'.

- 2.5 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 for assistance.
- 2.6 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.
- 2.7 Tests may be photocopied on to coloured paper and enlarged for those candidates who require enlarged scripts.

3. TESTS AND TASKS

- 3.1 The marking of the stage tests was much better this summer and there were only a few cases where an inaccurate test mark resulted in the reduction of the award being claimed.
- 3.2 Where a candidate has difficulty with spelling (Tests 1D and 1E) we encourage teachers to check orally and record the response on the test for the moderator to see.
- 3.3 Inaccuracies in marking were most common on the fraction questions (Tests 3D, 3E and 3F), the journeys (Test 3D and 3F) and the pattern in Test 2E question 5 - the triangles should point alternately up then down.
- 3.4 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. If the record sheet is being used it is not sufficient to write the level in the space provided, particularly for a verbal comment made by the candidate for the award of level 2 or 3 in Skill Area 3.
- 3.5 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 from the majority of centres continues to improve. Thank you.
- 3.5 The most successful task across all three levels is Dice Game, with many candidates taking great care with their presentation and showing clear understanding of the task.

4. CONCLUDING REMARKS

We would like to thank centres for being most helpful when contacted by their moderator. Entry Level assessment relies on entirely on the teacher and teaching assistant in the classroom and we congratulate all those involved on making this course so successful for their candidates. The moderators are very pleased with the knowledge that so many youngsters, many of whom find education difficult, achieve levels and we hope they will be delighted with the Certificate.

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