

# Principal Moderator Feedback

Summer 2012

ELC Mathematics (8922)

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## **Entry Level Certificate in Mathematics Principal Moderator Feedback – Syllabus 8922**

### **General Administration**

Completion of the 'Marks' column of the OPTEMS continues to cause difficulties. The level 1, 2 or 3 should be entered, with appropriate circles shaded in the column "For Centre Assessor's Use.

Some centres are sending all the tests for each candidate. The moderator only needs to see one test, usually the highest level test passed, which supports the overall level for the candidate; failed and lower level tests need not be sent.

When awarding level 3 it is a requirement of the syllabus that candidates have used a calculator during the course. Evidence of calculator work is not needed for moderation but it is necessary for the centre to indicate 'Yes' in the appropriate place on the Candidate Record Form.

Once you have your Moderator details then please contact them if you have any queries, alternatively you can also contact Principal Moderator for assistance.

### **Tests and Tasks**

It would be helpful to the Centres and more importantly the candidates if the Tests were done over the two years of the Course. Often Tasks were a higher level than the Tests. The strength, of the Entry Level Certificate, is that the Tests can be done at any time during the course and the specification is designed to be done in this way as a motivating factor for children for whom more traditional examinations are often beyond reach.

The marking of the stage tests was very accurate overall although there were a few errors; some causing a reduction in level. We strongly advise centres to have marking checked.

The vast majority of centres used the ELC tasks, Pay Phone, Borders and Dice Game. The presentation of the tasks was done extremely well and it is obvious that candidates take a great deal of pride in their work. The most popular and most successful task is Dice Game.

There has been a great increase in centres adapting the Tasks often resulting in levels being lowered. Edexcel Tasks should be presented as they are and not altered in any way as this can seriously affect the levels that can be gained by the candidates. Where tasks have been changed they have usually given candidates too much guidance so making it more difficult to meet the general criteria, particularly for level 3. The Performance indicators for the task as originally worded cannot be used when the wording is changed.

Where centres are using tasks other than those provided for the course it is essential that Edexcel agree the Performance Indicators prior to moderation. In these circumstances the Principal Moderator should be contacted via [gcsemathematics@pearson.com](mailto:gcsemathematics@pearson.com).

## **Conclusion**

Entry Level assessment relies entirely on the member of staff in the classroom and we congratulate all those involved in making this course so successful for their candidates. Many centres provide excellent annotation, in particular recording the oral comments of candidates that substantiate the level awarded, most notably in Skill Area 3.

The vast majority of centres managed their sample well with record sheets completed correctly and candidate's work collated in the order they appear on the OPTEMS.

The standards continue to improve year on year and we are delighted that so many youngsters, many of whom find education difficult, achieve success with the Entry Level Certificate.

## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

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