

Principal Moderator Feedback

Summer 2015

Pearson Edexcel Entry Level Certificate
In Mathematics (8922_01)

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ENTRY LEVEL CERTIFICATE IN MATHEMATICS (8922)

Principal Moderator Feedback – Paper 1

1 GENERAL ADMINISTRATION

1.1 Centres are strongly advised to study the syllabus guide for 8922 before commencing any assessments. There is also guidance available on the website: www.edexcelmaths.com. You will need to register and then go to the ELC filing cabinet.

1.2 The 'Marks' column of the OPTEMS should be completed with the candidates overall Level i.e. 1, 2 or 3.

1.3 The lowest level gained in the Test and the three Skill Areas of the task establishes the overall level. Level 3 is only awarded if the candidate has passed a level 3 test, has been awarded 3,3,3 in the task and 'Yes' has been indicated on the Candidate Record Form for being able to use a calculator.

1.4 For moderation only one test for each candidate is required, generally the highest level test passed; failed and lower level tests need not be sent. This will reduce the size and cost of many parcels.

1.5 Once you have your Moderator details then please contact them if you have any queries.

1.6 Centres should not send work by a method which requires a signature from the moderator.

1.7 The record form, test and tasks for each candidate should be fixed, preferably with a tag, in the top left hand corner. Bulky ring binders and cardboard folders are too cumbersome and slow down the moderation process.

1.8 Where centres use tasks other than those provided for the course it is essential that the centres Performance Indicators are agreed prior to moderation. Please contact the Principal Moderator.

1.9 If the Task sheets are re designed, or altered in any way this will lead to levels being lowered. Where Task sheets are changed the Performance Indicators are no longer applicable

2 TESTS AND TASKS

2.1 Tests and tasks may be completed at any time during the course and should not be left until just before the deadline for submission. The course is designed to allow time for the candidates to improve and re-sit. Many candidates could have improved their overall level if there had been time for intervention and sitting a higher level test. Indeed, many of the tasks were of a higher level than the test level.

2.2 The marking of the stage tests was very accurate overall.

2.3 The most popular and most successful task continues to be the Dice Game.

2.4 A Data Handling task is another option for centres, seeming to be more approachable and meaningful to the candidates, which often results in level 3 overall. Full details can be found on the Edexcel website under ELC Maths and on: www.edexcelmaths.com

2.5 We continue to encourage centres to record the oral comments made by the candidate whilst completing a task, which is often essential to justify the award of levels in Skill Area 3. Levels written on the record form need to be justified by indicating, on the task, where they have been awarded e.g. 1/3 for Skill Area 1/level 3.

3. CONCLUDING REMARKS

3.1 The strength, of the Entry Level Certificate, is that the Tests can be done at any time during the course and is designed in this way as a motivating factor for children for whom more traditional examinations are often beyond their reach.

3.2 Overall, centres are to be congratulated for the professional way they carry out the assessment on this scheme and we are grateful to them for their support.

3.3 Entry Level assessment relies entirely on the members of staff in the classroom and we congratulate all those involved in making this course so successful for their candidates. It is clear that a great deal of pride is taken in the work being achieved by the pupils.

3.4 Standards continue to rise and we are delighted that so many youngsters, many of whom find education difficult, achieve such 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:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

