

Principal Moderator Feedback

Summer 2016

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 There continues to be a problem completing the OPTEMS correctly. The Level 1, 2 or 3 should be entered in the 'Marks' column of the OPTEMS.

1.2 Level 3 students need to be able to use a calculator, so 'Yes' should be indicated on the Student Record Form.

1.3 Only one test to support the level awarded, for each student, is needed for moderation.

1.4 Centres are strongly advised to use the syllabus guide for 8922 before commencing the course and certainly before starting any assessments.

1.5 Once Centres have their Moderator details then they should contact them if they have any queries.

1.6 The record form, test and tasks for each student should be fixed, preferably with a tag, in the top left hand corner.

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

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 students to improve and resit. Many students could have improved their overall level if there had been time for intervention and sitting a higher level test.

2.2 The marking of the stage tests was very accurate overall. Question 15 on the level 3 tests, the 'journey' question, are those which are often marked incorrectly.

2.3 The three tasks provide the opportunity for students to demonstrate a variety of mathematical skills, indeed, many of the tasks were of a higher level than the test level.

2.4 Levels alone written on the record form need to be justified on the task e.g. 1/3 for Skill Area 1/level 3.

2.5 It is important that the tasks as presented in the syllabus are not altered. Tasks that are structured will restrict the award to level 2

2.6 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. Centres are encouraged to set this as a task for their candidates. Full details can be found on the Edexcel website under ELC Maths and on: www.edexcelmaths.com.

2.7 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

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 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 the students take a great deal of pride in their work.

3.3 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. It is clear that standards have risen over the years.

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>

