

**CCEA Entry Level Certificate in Mathematics
(March Series) 2017**

Chief Examiner's Report

mathematics

Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Entry Level Certificate (ELC) in Mathematics for this series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's microsite on our website at www.ccea.org.uk.

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ELC MATHEMATICS

Principal Moderator's Report

Compared to last year, there was a significant increase in the number of candidates submitting portfolios of work for moderation.

The compilation of evidence in the portfolios was mostly good and reflected the Levels claimed for the candidates. There was a variety of evidence used such as video, photographic, witness statements, support material from the mathematics microsite, work sheets from the Maths for Life disc and work sheets from a range of websites.

Areas for Attention

In Unit 1, there was evidence, at Entry Level 1, of candidates describing repeating patterns but often omitting to create patterns of their own.

Across all levels calculations are required to be carried out in everyday situations. It is not necessary to provide abstract pencil and paper evidence of addition, subtraction, multiplication and division.

In Unit 2, the evidence showing the use of measuring instruments to measure weight, volume and temperature was often limited or non-existent. Identifying the units to use was also not addressed for the range of measurements specified at each Level.

In Unit 3, calculating change was well evidenced but there was little evidence of estimating the change due when paying for a single item.

In Unit 4, at Entry Levels 1 and 2 some candidates made comparisons of 2D shapes with 3D shapes when providing evidence for Learning Outcome 2. It is sufficient to make comparisons between 2D shapes and separately make comparisons between 3D shapes. The same comments apply to sorting 2D and 3D shapes.

In Unit 5, some of the evidence provided for following and giving instructions was not in practical situations. Similarly, the evidence provided for clockwise/anticlockwise movements was not for movement along a route as required in the assessment criteria.

In Unit 6, at Entry Level 3 some candidates did not make observations and comparisons from the full range (lists, tables, simple charts and pictograms). There was no requirement to make observations and comparisons using Pie Charts. Using Bar Charts would have been sufficient to cover 'simple charts'.

Administration

Many centres used the Portfolio Progress Tracking Records and the notes and page numbers on them greatly assisted the moderation of the Portfolios. The use of them also helped to ensure that there were no gaps in the evidence when building portfolios.

Generally, the candidates' work was well annotated with the use of assessment criteria numbering the best practice observed.

Contact details

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