

CCEA Entry Level in Mathematics
(March Series) 2018

Principal Moderator's Report

mathematics

Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Entry Level Qualification (ELQ) 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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ENTRY LEVEL MATHEMATICS

Principal Moderator's Report

There was a range of work across the three levels in the portfolios submitted for moderation. For the majority of portfolios submitted, the evidence included was good, often excellent, which accurately reflected the levels claimed for the candidates. A variety of evidence was submitted which included photographs, witness statements and a range of worksheets. The worksheets were drawn from different sources such as, the support material for this qualification available on the CCEA Mathematics microsite, the 'Maths for Life' resources, other websites and many excellent school-based resources. It is very pleasing to see how the resources have been chosen and matched to meet the requirements at the different levels.

Areas for Attention

In Unit 1 at Entry Level 1 there was usually ample evidence of candidates describing repeating patterns but very little evidence of them creating patterns of their own. At Level 3, the commutative aspect of multiplication was often omitted. All estimation and computation evidence across all levels in Unit 1 must be set in the context of everyday situations. It is not sufficient or necessary to include abstract computation examples.

In Unit 2, there were often gaps in relation to measurement, especially for capacity and area. It is good practice to combine assessment criteria. For example, at Level 2, a worksheet can be designed to incorporate 2.1, 3.1 and 4.1 assessment criteria. Similarly at Level 3 assessment criteria 1.1, 2.1 and 3.1 could be combined.

In Unit 3, while there was evidence for calculating change, there was little evidence of estimating change. Some candidates, although able to write money as a decimal, often failed to use correct money notation, for example, writing £1.23 as £1.23p.

In Unit 4 at Entry Level 2 it is sufficient to compare 2D shapes with 2D shapes and 3D shapes with 3D shapes, rather than make comparisons between 2D and 3D shapes.

In Unit 5, the evidence must demonstrate following and giving instructions in practical situations, for example, giving or following directions from their classroom to the school canteen.

In Unit 6 at Level 2, there must be evidence of making observations from lists, tables and charts. Often lists were missing. At Level 3, there needs to be evidence of making observations and comparing information from lists, tables, charts and pictograms. Often one or more of these categories were missing and sometimes only evidence of extracting information was provided.

Use of Witness Statement

On the CCEA web site there is a proforma for a witness statement which can be used at all levels to document and describe practical work observed. Witness statements could have been more widely used to provide full details of the practical activities observed. Some witness statements used merely restated the assessment criteria and said that candidates had achieved them. This was not sufficient as no descriptions of the activities that candidates engaged in were included.

Administration

The accurate and comprehensive completion of the Portfolio Progress Tracking Records not only greatly assisted the moderation process but also helped to ensure that all learning outcomes and assessment criteria had been covered. It is helpful for both the centres and the moderation process to compile the portfolios in the order listed on the tracking record with the pages numbered appropriately. It is very helpful when annotation is included and the assessment criteria identified beside the candidate's work.

Generally, the portfolios submitted and the standard of the candidates' work were very good with best practice observed.

Contact details

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