

# Principal Examiner Feedback

June 2011

ELC Mathematics (8922)

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## 1. PRINCIPAL EXAMINER'S REPORT – ENTRY LEVEL PAPER

### 1.1. GENERAL ADMINISTRATION

- 1.1.1. Centres should ensure notification via phone or email of their intention to post work to the moderator. This will reduce delays to the moderation process.
- 1.1.2. Completion of the 'Marks' column of the OPTEMS continues to cause difficulties. The level 1, 2 or 3 mark should be entered in pencil, with appropriate circles shaded in the column "For Centre Assessor's Use for that mark; full instructions are given on the reverse of the green OPTEMS sheet.
- 1.1.3. Tests may be photocopied on to coloured paper and enlarged for those candidates who require enlarged scripts but they should not be reduced.
- 1.1.4. 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.
- 1.1.5. We are pleased to see more and more centres using the Tests and Tasks to promote achievement throughout the course rather than the end.
- 1.1.6. Once you have your Moderator details then please contact them if you have any queries: alternatively you can always contact the Principal Moderator at [sue@branfield.com](mailto:sue@branfield.com) for assistance.
- 1.1.7. The entry for the next examination series needs to be made by the end of December.

### 1.2. REPORT ON INDIVIDUAL QUESTIONS

- 1.2.1. Overall the marking of the stage tests was very accurate. Occasionally the marking of spelling and the measuring of lines was harsh. Please note that where test papers have been photocopied the length of lines can vary so we suggest that this is checked rather than relying on the answer in the mark scheme.
- 1.2.2. The 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 the Dice Game.
- 1.2.3. An increasing number of centres are using a data handling task, often from data collected in the classroom, with excellent results as most candidates gain level 3 in each skill area.

- 1.2.4. There were a significant number of candidates who scored higher in  
tasks than their tests. We encourage centres to spend extra time  
practising techniques with their candidates to improve the level of their  
tests.
- 1.2.5. There has been an increase in centres using 'other' tasks. Where centres  
use a task other than the ELC tasks it is essential that Edexcel agree the  
Performance Indicators prior to moderation. Please contact the Principal  
Moderator, at [sue@branfield.com](mailto:sue@branfield.com)

### 1.3. CONCLUSION

- 1.3.1 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.
- 1.3.2 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.

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