



Pearson
Edexcel

**Moderators' Report/
Principal Moderator Feedback**

Summer 2019

**Pearson Edexcel Entry Level Certificate
In Mathematics (NMA0_01)**

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ENTRY LEVEL CERTIFICATE IN MATHEMATICS SYLLABUS NMA0

1. INTRODUCTION

Entries were received from all three Entry Levels, with Entry Level 3 being the most common claim. It was encouraging to see a number of centres utilising a mixture of different Entry Levels within their cohort in order to enable students to demonstrate their abilities. The work presented for moderation was generally clearly set out by the students.

The majority of work submitted was from the set 1 tests and tasks, however increasing numbers of centres had used the other sets in order to allow students to reattempt the test(s) and / or task for the Entry Level being claimed as is allowed. Other centres appeared to have chosen the set which they wished to use for the assessment of students, probably based upon the task offered, this is also acceptable.

Centres are reminded that the test(s) and task used to claim a particular Entry Level can come from a mixture of different sets, for example the Entry Level 2 test from set 1 with the Entry Level 2 task from set 2.

Centres are reminded that students should not resit using the same test during a single exam series. For example, if the set 1 test is used for an initial attempt at Entry Level 1 then either the set 2 or set 3 test should be used for a resit attempt at Entry Level 1. Centres are also advised that students should not be given multiple opportunities at parts of the tasks from a single set – for example, if the set 2 task is used at Entry Level 1 then the student may be given part 2 of the set 2 task to 'bolt on' to the part 1 already sat OR may sit parts 1 and 2 of the task from a different set. Students should not reattempt part 1 or part 2 of a task from one of the sets when sitting a different Entry Level.

2. GENERAL ADMINISTRATION

Some centres had clearly taken great care over the administration of the Entry Level in Mathematics and the samples were well presented. There were, however, a significant number of issues noted with sample submission. Many centres did not include a copy of the EDI with signed teacher declaration as is required. Centres often did not include the work of candidates at the lowest and highest Entry Level awarded in addition to the marked sample. Some centres did not include the Assessment Authentication Sheet or these were incomplete typically missing candidate numbers, teacher signatures and/or student signatures. Some centres sent the sample of work very late which then compounded any other issues seen.

Centres should be reminded that, in order to claim Entry Level 1 candidates must have a total mark of at least 14/20 on the Entry Level 1 test and Entry Level 1 task. To claim Entry Level 2 candidates must have a total mark of at least 21/30 on the Entry Level 2 test and Entry Level 2 task. In order to claim Entry Level 3 candidates must have a total mark of at least 35/50 on the Entry Level 3 test and Entry Level 3 task.

Centres are encouraged to check the totalling of marks for tests and tasks carefully as there were a surprising number of instances of these being incorrectly totalled.

3. REPORT ON TESTS AND TASKS

Tests

Students generally performed well on the tests at all three Entry Levels. The marking of the tests was generally accurate. Where errors in marking were observed in the tests these were generally clearly covered by the mark scheme in the additional guidance column. Some centres had double marked the tests and tasks and, when seen, this generally lead to very accurate assessment.

Markers had generally applied the guidance on the length of the photocopied lines that the actual length of the line should be checked and marks awarded if the length given by the student was within 2mm.

Tasks

Student work for the tasks was sometimes presented on the task sheet and sometimes on separate paper, either of these is acceptable. Where candidate work was presented on paper centres are reminded to ensure that candidate name and number are included on the paper and that question numbers are clearly indicated.

It was pleasing to note that a number of centres had used the materials provided on the subject pages of the Edexcel website to support students completing the task. It appeared that students had found these to be useful resources in responding to the questions.

Some centres had given students the task from the same set at all three Entry Levels (often as part of progression through the levels). In this case students can either be given the Entry Level 3 task initially and then have the appropriate parts used for claims of other Entry Levels, or they may be given part 1 of the task when being assessed for Entry Level 1, part 2 when being assessed for Entry Level 2 and part 3 for Entry Level 3 with the marks being combined appropriately when claiming. Students should not be given the same part of the task again when being assessed for a higher or lower Entry Level. An alternative to this is to use a different task for each Entry Level.

There were significantly more marking errors observed in the tasks than were in the tests.

Set 1 Task: Patterns

Many candidates were able to complete the number pyramids and even state some of the rules. They had greater difficulty in understanding the patterns in questions 1 and 2. There were a significant number of instances of students using all 3 shapes in each pattern in question 1, and not understanding the sequence in question 2. Centres are reminded that they may provide shapes to support students in completing this task.

In marking questions 1 and 2, a common error was awarding a mark for their number of patterns, or for stating 6 when they had not produced all the patterns. Another common error was giving 4 marks for just producing all 6 patterns – the final mark requires an indication that there are 6 patterns together with all 6 correct patterns seen.

In some instances, teachers did not check the patterns drawn in question 1 and questions 2 carefully enough, or did not follow the guidance in the mark scheme in respect of repeats or incorrect extra attempts. In question 2 it is important that

the student gives 6 shapes in each pattern – there must be a complete repeat seen for the mark to be awarded.

Question 3, part (a) was usually well marked. However, there were various marking errors in part (b). Some were in relation to the number of marks given for a correct number pyramid (some giving just 1 mark) whilst some gave 3 marks when the student had not stated the rule “adding 4”. It should be noted that the rule given for both part a and part b of this question must indicate adding, or going up by, the appropriate number in order to be awarded the mark. For example, in part b it is not sufficient to indicate “4” for the pattern.

In question 4, the number pyramid was usually marked correctly, though there were a few where errors were not identified by the centre – a fully correct pyramid is required for the mark to be awarded. In marking the patterns, it should be noted that 1 mark may be awarded for indicating a correct pattern for one or two of the rows and that 2 marks are awarded for the correct pattern for all three rows. There must be an indication of addition with the patterns stated, this could be in words ‘going up in...’ or ‘add...’ or symbols ‘+2’ etc. In some cases, the final mark was awarded without indication of the number added being doubled.

In question 5, a pyramid with some incorrect numbers was sometimes given 0 marks when it could have had 1 mark (for 7 additional numbers). When stating the pattern 1 mark may be awarded for indicating adding 6 for the second row or adding 12 for the top row, where both of these are stated then 2 marks may be awarded.

Set 2 Task: Investigating Shapes

It appeared that students clearly understood what was required of them in each of the sections of this task. However, there were few instances of students not including squares as part of their answers in question 1.

In marking question 1, the most common error was giving a mark for their number of rectangles, or for stating 5 when they had not produced all the rectangles. Another common error was awarding 4 marks for just producing all 5 rectangles. The first three marks are awarded for drawing the possible rectangles, and the final mark is for stating 5 (rectangles) with all correct rectangles seen. In some cases, the shapes drawn were not checked carefully enough, or the guidance in the mark scheme relating to repeats or incorrect extra attempts was not applied.

In question 2, the most common error in marking was giving a mark for their number of rectangles, or for stating 7 when they had not produced all of the rectangles. Another common error was awarding 4 marks for just producing all 7 rectangles. The first three marks are awarded for drawing the possible rectangles, and the final mark is for stating 7 (rectangles) with all correct rectangles seen. In

some cases, the shapes drawn were not checked carefully enough, or the guidance in the mark scheme relating to repeats or incorrect extra attempts was not applied.

In the marking of question 3, centres should note that repeats may only be ignored for 2 or 1 mark (and not for 3 or 4), and that the inclusion of extra incorrect attempts meant that a maximum of 1 mark may be awarded. As with questions 1 and 2, the final mark is for stating the correct number of rectangles with all the correct rectangles identified.

Questions 4 and 5 were generally marked correctly. In question 4 it should be noted that the mark for part (b) may only be awarded if all correct lines of symmetry are seen on the shapes in set 1 of the question. In question 5 teachers are reminded to check for working for part (b) amongst the work presented for part (a). It should also be noted that the mark for working out the number of faces + the number of vertices for all 4 shapes for their number of shapes and so follow through should be checked for.

Set 3 Task: The Party

This task was seen less frequently than the other two.

Centres are reminded that it is important to carefully check the various combinations in each question, taking into account possible repeats and incorrect attempts. It was important to notice that guidance on the marks that may be awarded where repeats and additional incorrect attempts are included is given in the additional guidance column of the mark scheme.

For question 1, it is important to note that giving 3 or 4 correct possible combinations should be awarded 3 marks, and that the final mark is for indicating that there are 4 (ways) with all of the correct combinations seen. The final mark may not be awarded without all fully correct ways (and no others) being shown.

In question 2, the most common marking error was awarding a mark for their number of combinations, or for stating 10 when they had not produced all the combinations.

Question 3 required students to give combinations of 2 packs, 5 packs and 10 packs that would give 24 balloons. It is important to note that giving 5 or 6 correct combinations should be awarded 3 marks, and that that final mark is for indicating that there are 6 (ways) with all of the correct combinations seen. The most common marking error was to award a mark for their number of combinations, or for stating 6 when they had not produced all the combinations.

In question 4, the possible group sizes indicated were generally marked correctly, however there were some instances of working which could be awarded part marks not being identified in marking. There were a number of instances where a mark was incorrectly awarded for their number of combinations, or for stating 6 when they had not produced all the combinations. The final mark is for stating 6 possible group sizes with all of the correct group sizes listed.

Question 5 was not answered well. Students working out was often disorganised. The combinations of packs could be implied from the cost calculations attempted, for example 3×3.30 implies 3×10 pack.

4. SUMMARY

On the basis of the work submitted for moderation, centres are reminded to:

- Ensure that all required paperwork is submitted with the sample – copy of the EDI, fully completed Assessment Authentication Sheets, and marked samples together with work for the lowest and highest Entry Levels claimed if this is not already included.
- Ensure that all work is checked carefully, especially when marking the tasks.
- Check the additional guidance included in the mark schemes for both the tests and tasks.
- Ensure that resit attempts use materials from different sets of tests and tasks. Ensure that students do not attempt parts of the task more than once either when attempting different Entry Levels or when resitting.

