



Pearson
Edexcel

Moderators' Report

Summer 2019

Pearson Edexcel Entry Level Certificate
In Further Science (NSF0)

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This was the second year of this qualification and there was a very large increase in the number of entries. With marks ranging from single figures to the mid 130's, it was clear good use was being made at the qualification.

Administration

Failure by a number of Centres to follow the administrative requirements resulted in a considerable amount of extra work for moderators, Centres and Edexcel personnel. A significant number of Centres omitted one or more of the following items from their sample; a copy of the completed EDI/Edexcel Online printout, completed Assessment Record sheets, signed Authentication sheets, the work of the highest and lowest scoring candidates where this did not fall within the pre-selected sample ticked on the EDI. (For further details of the administration/Moderation process, see Section 6.1 of Entry Level Certificate in Science – 'Getting Started Guide'.) There was also a significant number of Centres that submitted their coursework after the deadline which, as is customary, was May 15th.

Two further points that Centres should note are:

- An entry of '0' on the EDI indicates a candidate has attempted one or more of the papers but has failed to achieve a mark. A candidate with a zero score will automatically become an example of the Centre's lowest scoring candidate, the work of whom must be submitted for moderation. If a candidate has been entered for the qualification but has not sat any papers then an 'X' should be recorded on the EDI and not a '0'.
- When a candidate is withdrawn and was one of the pre-selected Centre sample (ticked on the EDI), the work of an alternative student should be sent to maintain the moderation sample size.

Unit tests

The marking of the tests was generally clear and accurate. However, there were a number of Centres where it was difficult to follow where marks had been awarded. Marking is clearest when a tick is used to indicate each mark awarded. Circled marks/question totals should then match the number of ticks. Where it is not already established practice, it would assist moderation if Centres would adopt a policy of marking in a colour that contrasts with that used by the candidates. There were also a surprising number of errors made in totalling up Test scores and Assessment Record sheets. Internal moderation is a practice to be encouraged and would have greatly reduced these occurrences.

Strict adherence to the mark schemes and guidance for marking is essential for consistency to be maintained across Centres. This applies particularly to the marking of the 'short open response' questions where the key words/points required to gain the mark/s are given in the mark schemes. For example;

Paper 1 Q2b To gain credit an answer must include reference to 'water'. The fact that one leaf is coated in petroleum jelly and the other is not is stated in the question.
Q3a/c Correct answers should state the change in the population/number of red squirrels.

Paper 4 Q3a The test for oxygen is a 'glowing splint' is 'relit', not a 'lit splint' 'burns brighter'.

Q5eii One mark is for stating the sulfur dioxide dissolves in moisture/clouds/rain to form acid rain. 'Acid rain' alone is insufficient. The second mark is for stating a consequence of acid rain.

Where necessary individual feedback was given to Centres about marking but points which cropped up more frequently were:

Paper 2 Q5b 'amylase' etc. alone is insufficient for a mark to be awarded. It is the 'volume/concentration of amylase' etc.
Iodine solution is the indicator in this investigation and not an example of a variable to control.

Paper 3 Q4a Iodine is a dark grey solid at room temperature and not brown, purple or violet.

Q7c The key phrases are 'more acid particles' and 'more frequent collisions'.

Paper 5 Q2a The direction arrows drawn need to be studied carefully. Candidates tend to draw the ones above and below the magnet in a circular pattern (all clockwise or all anticlockwise) which results in arrows both entering and exiting each pole and therefore no marks.

Paper 6 Q1c The same marking point expressed in two ways, eg. 'close together' and 'not spread out', should be awarded one mark only.

Q4a 'length x breadth x width' gains one mark only. The other mark is for 'measuring' the length, breadth and width.

Reproducing the test papers in A5 format is not recommended. For questions involving graphs it becomes impossible for candidates to demonstrate the accuracy required to achieve the marks involved.

