

ELC

Mathematics

Entry Level Certificate **R448**

OCR Report to Centres June 2015

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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Administration

Thank you to all those centres who correctly administered the tests and ensured that the required samples were sent to the moderator, after they were notified, along with the correct paperwork. A small number of centres however, were sending all their candidates' work to the moderator unnecessarily. Please remember that centres must wait until they are notified by email and **then** send their sample to the moderator with the moderator copy of the MS1. The majority of centres also submitted the correct versions of the papers. There were however, a small proportion who failed to correctly administer the right versions. Please read the date on the front of the paper to check whether it is valid.

There were a significant proportion of centres whose paperwork was incomplete or unsatisfactory in some way. Please send both the moderator copy of the MS1 **and** the Coursework Summary form (available from Interchange) to the moderator with the sample. It is also only necessary to send a single copy of the Centre Authentication Form (CCS160) with the work. Without this document, however, final awards may be delayed. Centres should note that only one signature per teacher involved is required, not one per candidate. Candidates should also have a cover sheet attached to their work to summarise their overall marks.

All correspondence with the moderator will be through email initially. Please ensure that the email contact address given to the board is correct and regularly checked. It is also essential that deadlines are kept to for all correspondence with the moderator if results are to be issued on time, especially informing OCR of the marks initially.

A greater concern to moderators is the significant downturn in the adherence to administrative procedures in general by a number of centres. A larger proportion of centres failed to check the accuracy of marking and the recording of final marks for assessment on the MS1 was poor in a number of cases. Moderators also noted that a number of centres seemed to be using only one version of the Assessments. Whilst this is acceptable, it may be disadvantaging a proportion of candidates. Centres are reminded that candidates should attempt two versions of the In Course Tests and the better result for each component, of either version, should be submitted. Centres are also reminded that the candidates must only attempt each version of each test once.

Centres are also considering how papers will be presented to candidates – whether back to back copies, as colour papers to differentiate versions or produced as a booklet. Please check that when papers are printed all pages are present and in the correct order when given to candidates. It is also not advisable to reduce the size of scripts although for some candidates enlargements may be useful.

Marking

In a large number of cases the marking seen by all the moderators seemed to show a general adherence to the mark scheme, although there is a growing minority of centres where the mark scheme seemed to be incidental rather than central to the marking. Many more candidates had incorrect answers marked right and correct ones marked wrong. Teachers can (and should) write on scripts to clarify marking. There was also an increase in centres where candidates' incorrect work had not been marked wrong. Please remember, these are examination scripts and should be fully marked even if they are also to be used as internal diagnostic tests.

The area that is continuing to cause many problems was an increase in arithmetical and clerical errors as well as, for some centres, a lack of consistency across papers. This seems to indicate that a significant number of schools are still not carrying out a sufficiently rigorous internal moderation process to eliminate marking mistakes, totalling errors, transfer of mark errors and recording errors.

As for all tasks done in school and submitted for external moderation, it is important that centres have in place a method whereby marking is checked for accuracy and consistency and candidates' marks are checked for clerical errors before being submitted to the board. In the long run this will cause both moderators and centres less problems.

Comments on individual papers

Version 6

Written 1

Q8(a) Please ensure that the two marks are for the tally and the frequency in the table NOT the total. This is given a mark in (b).

Q11 As with all drawing questions, a tolerance of 5mm is acceptable at this level.

Practical

Q3d As with all questions asking for names, correct spelling is NOT required at this level but a recognisable attempt is acceptable.

Q6 The arrow in © should be drawn to the section of the pie chart NOT the row of the pictograph.

Throughout the papers it is important that the inclusion of units is credited correctly. The notes within the mark scheme will give an indication of when and how to do so.

Throughout the papers it is important that the notes in the mark scheme are adhered to. e.g. if 'follow through' marks are available it will say so.

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