

Moderators' report

ENTRY LEVEL

MATHEMATICS

**OCR Entry Level Certificate
in Mathematics**

R449

For first teaching in 2016

R449/01/02 Summer 2025 series

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Introduction

Our Moderators' reports are produced to offer constructive feedback on centres' assessment of moderated work, based on what has been observed by the moderation team. These reports include a general commentary of accuracy of internal assessment judgements, identify good practice in relation to evidence collation and presentation, and comment on the quality of centre assessment decisions against individual Learning Objectives. The report also highlights areas where requirements have been misinterpreted and provides guidance to centre assessors on requirements for accessing higher mark bands. Where appropriate, the report will also signpost other sources of information that centre assessors will find helpful.

OCR completes moderation of centre-assessed work in order to quality assure the internal assessment judgements made by assessors within a centre. Where OCR cannot confirm the centre's marks, we may adjust them in order to align them to the national standard. Any adjustments to centre marks are detailed on the Moderation Adjustments report, which can be downloaded from Interchange when results are issued. Centres should also refer to their individual centre report provided after moderation has been completed. In combination, these centre-specific documents and this overall report should help to support centres' internal assessment and moderation practice for future series.

Online courses

We have created online courses to build your confidence in delivering, marking and administering internal assessment for our qualifications. Courses are available for Cambridge Nationals, GCSE, A Level and Cambridge Technicals (2016).

Cambridge Nationals

All teachers delivering our Cambridge Nationals suite are asked to complete the Essentials for the NEA course, which describes how to guide and support your students. You'll receive a certificate which you should retain.

Following this you can also complete a subject-specific Focus on Internal Assessment course for your individual Cambridge Nationals qualification, covering marking and delivery.

GCSE, A Level and Cambridge Technicals (2016)

We recommend all teachers complete the module on Online courses – NEA for their subject. These courses provide subject-specific information about course content; how to prepare for planning, marking and submitting; and support with understanding the marking criteria.

Accessing our online courses

You can access all our online courses from our teacher support website [Teach Cambridge](#).

These free online courses currently cover the end-to-end NEA process for teachers. You'll find the link to the **Online courses** under the **Assessment** or **Training** tab – hover over **Assessment** or **Training** on the horizontal menu and select **Online courses** from the dropdown.

These self-paced online courses are intended for any teachers. During the course, you will engage with interactive content on subjects such as guidance on unit content, structure and administrative processes.

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email support@ocr.org.uk.

General overview

Thank you to all those centres who correctly administered the tests and ensured that the required samples were sent to the moderator along with the correct paperwork.

There were a proportion of centres whose paperwork was incomplete or unsatisfactory in some way. Please make sure that both the Coursework Summary form GCW183 and the Controlled Assessment Cover Sheets CCS159 (both available from Teach Cambridge) are sent to the moderator with the sample. All correspondence with the moderator will be through email initially. Please make sure 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.

The area that is still continuing to cause many problems with a significant number of centres was an increase in arithmetical and clerical errors as well as, for some centres, a lack of consistency across papers. Moderators were concerned that a significant proportion of centres (especially those new to entry level) were not completing sufficient internal moderation before marks were submitted. This should be done to check the following:

- the mark scheme has been correctly and accurately applied.
- notes within the mark scheme have been read and applied.
- the mark scheme has been consistently applied by all markers.
- totals on individual papers are correct.
- totals submitted to OCR are correct.

In the long run, good internal moderation will cause both moderators and centres less problems.

Moderators did note that a number of centres continued to be using only one version of the assessments. While this is acceptable, it may be disadvantaging a proportion of candidates. Centres are reminded that there are three versions of each of the Preliminary and Final tests and candidates can attempt all versions and submit their best results. Centres are also reminded that resits are permitted, reusing any available version provided that the same paper is not sat twice within a two week period.

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 stapled in the correct order when given to candidates and that all pages are correctly scanned if uploading the work to OCR. It is also not advisable to reduce the size of scripts although for some candidates, enlargements may be useful.

Marking – Written tests

Moderators were pleased to note that most centres are using the most recent version of the mark schemes and generally applying them accurately. Where more than 1 mark is available for a question, in general the correct answer will gain full marks even if intermediate working has not been seen. There is, however, still a small minority of centres where the mark scheme has not been adhered to fully. A number of centres had candidates who had incorrect answers marked right and correct ones marked wrong. Teachers can (and should) write on scripts to clarify marking. There was also still a small number of centres where candidates' 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. It is recommended that actual marks awarded are written on the scripts not purely ticks to be counted.

Marking – Practical tasks

It is essential that practical tasks are sent to the moderator with information regarding all of the following:

- indication of the starter task and guidance given to candidates on their task
- clear notes of how marks have been awarded for all three strands, especially on AO1 where reference to the skills criteria and level should also be clear
- annotation of the scripts with skills criteria and level to explain where marks have been awarded for all three strands.

Where centres' final marks were out of tolerance this was mainly to do with poor or inconsistent marking on the practical task.

When moderating the practical task, it was noted that a significant proportion of candidates were following a structure given to them and/or answering a set of questions supplied by centres but some still had their work marked as if it had been done independently. If the supervisor has done the planning on behalf of the learner by providing the structure or a set of questions, then there should be a maximum of 6 marks awarded on AO1, and no marks on AO3 unless the candidate has done subsequent independent planning. Where most candidates did the same task within each centre this was more obvious. Centres are also reminded that marks for AO1 should either be marked out of 6 (structured tasks) OR out of 12 (unstructured tasks) NOT including both AO1 marks in the total.

Additionally, it is important that candidates who complete their own task and who are to be awarded more than 6 marks in AO1 should have a significant number of mathematical techniques to show at all levels. Rough working by candidates should be included if a lot of work has been done using Excel or similar IT programs as this does not show mathematical skills at drawing graphs, for example. Just using IT to research information is not a mathematical skill.

To achieve more than 10 marks there should be mathematical skills at all three levels obvious within the task. With a large proportion of centres, there was no indication of how much discussion had occurred to help the candidates to improve their work. A discussion about the project should occur between an independent supervisor and the candidate to make sure the candidate understands the project they are presenting and has worked independently. This should then be annotated on the scripts where necessary. For many centres there was also no commentary included to justify how marks had been awarded in each strand. It is important that the breakdown of marks between AO1, AO2 and AO3 is included. Without this, it is impossible for moderators to understand why marks are awarded.

Comments on individual questions

Preliminary Written Test A1

Question 5 - please make sure the directions are clear and unambiguous for full marks. Do not accept the word 'up'. The reference to the '2nd right turn' must be clear.

Question 7(b) - the tally must be completed correctly.

Question 11 - the explanation must include reference to 'tens' and 'units'.

Question 12(a) - the numbers should have a description and not just be written out as a list.

Question 13 - a minimum of four congruent triangles must be drawn for full marks but if one triangle is drawn correctly then 1 mark is available.

Question 15 - the rectangle drawn must be correct for marks to be awarded. Part marks can only be awarded if the rectangle is wrong but some working can be seen.

Preliminary Written Test B1

Question 10 - the explanation must include reference to 'tens' and 'units'.

Question 11(a) - there should be no additional incorrect lines drawn.

Question 12(c) - if the answer is wrong but the sum is seen (award 1 mark) and if they then do 'their total' $\div 7$ (award 1 more mark).

Preliminary Written Test C1

Question 3(d) - the range **must** be given as '11' not '4 to 15' for a mark.

Question 5(a) - please make sure the measurements reflect the actual sizes on the paper.

Question 8 - shading is not required.

Question 9(b) - the angle is 40° .

Final Written Test A2

Question 3 - for full marks estimation **must** be seen.

Question 4(b) - coin values must be shown for full marks.

Question 12(a) - 'pm' must be included for full marks.

Question 13(b) - the coordinate must be in correct notation, not $x = ..$ $y = ...$

Final Written Test B2

Question 10(a) - please check that the angles match those on the printed copy.

Question 11 - the statement must **compare** their estimate with the amount of money (£2).

Question 12 - the triangle drawn, if wrong, may get part marks. Please read the notes.

Final Written Test C2

Question 10(b) - there must not be 'pm' with 24 hour clock times.

Question 12(b) - the tolerance for this specification is ± 2 mm.

Question 13(c) - please read the notes to check what marks can be awarded if the candidate does not get the answer correct.

OCR support



Please make sure that you have understood the difference between a 'structured' and 'unstructured' practical task. You can find [candidate exemplars](#) to help you on our teacher portal Teach Cambridge (teachcambridge.org)

Supporting you

Teach Cambridge

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