



ELC

Mathematics

Entry Level Certificate **R449**

OCR Report to Centres June 2018

About this Examiner Report to Centres

This report on the 2018 Summer assessments aims to highlight:

- areas where students were more successful
- main areas where students may need additional support and some reflection
- points of advice 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.

The report also includes links and brief information on:

- A reminder of our **post-results services** including **reviews of results**
- Link to **grade boundaries**
- **Further support that you can expect from OCR**, such as our Active Results service and CPD programme

Reviews of results

If any of your students' results are not as expected you may wish to consider one of our reviews of results services. For full information about the options available visit the [OCR website](http://www.ocr.org.uk). If University places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications: <http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/service-2-priority-service-2-2a-2b/>

Grade boundaries

Grade boundaries for this, and all other assessments, can be found on [Interchange](http://www.ocr.org.uk).

Further support from OCR



Active Results offers a unique perspective on results data and greater opportunities to understand students' performance.

It allows you to:

- Review reports on the **performance of individual candidates**, cohorts of students and whole centres
- **Analyse results** at question and/or topic level
- **Compare your centre** with OCR national averages or similar OCR centres.
- Identify areas of the curriculum where students excel or struggle and help **pinpoint strengths and weaknesses** of students and teaching departments.

<http://www.ocr.org.uk/administration/support-and-tools/active-results/getting-started/>



Attend one of our popular CPD courses to hear exam feedback directly from a senior assessors or drop in to an online Q&A session.

<https://www.cpdhub.ocr.org.uk>

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1. General Comments:

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. Please remember that centres should wait until they are notified by email and **then** send their sample to the moderator.

There were a proportion of centres whose paperwork was incomplete in some way. Please ensure that either or both of the Coursework Summary forms and the candidate cover sheets (forms available from the subject webpage; <http://www.ocr.org.uk/qualifications/entry-level/entry-level-mathematics-r449-from-2016/>) are sent to the moderator with the sample.

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.

The area that is 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. Internal moderation should include a review of 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. Whilst 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 papers and should make use of all three versions for resit purposes. Only record the best scoring papers when submitting results.

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.

2. Marking of Written tests:

There was a general concern shown by moderators that a number of centres were not applying the marks scheme correctly on both Preliminary and Final papers and therefore disadvantaging candidates. 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. The majority of marking seen by all the moderators seemed to show a general adherence to the mark scheme, although there is a significant minority of centres where the mark scheme seemed to be incidental rather than central to the marking. There were instances where 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 work had not been marked wrong. Please remember, these are examination scripts and should be fully marked

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even if they are also to be used as internal diagnostic tests. It is recommended that actual marks credited are written on the scripts, not purely ticks to be counted, to avoid mistakes.

Comments on Individual Questions:

Preliminary Paper

On A1

- Q5, please ensure the directions are clear and unambiguous for full marks. Do not accept the word 'up'.
- Q7, the tally must be completed correctly for marks in b.
- Q13, a minimum of 4 congruent triangles must be drawn for full marks.

On B1

- Q11 there should be no additional incorrect lines drawn.
- Q12 if the answer is wrong but the sum is seen (1 mark) and if they then do 'their total' $\div 7$ (1 mark).

On C1 Q3d the range must be given as '11' not '4 to 15' for a mark.

Final Paper

On A2

- Q4, coins must be shown for full marks.
- Q7a, the reflection **MUST** be in a vertical line, not horizontal.
- Q12a, pm must be included for full marks.

On B2

- Q11 the statement must compare their **ESTIMATE** with the amount of money.
- Q12 the triangle drawn, if wrong, may get part marks. Please read the guidance notes on the mark scheme.

On C2

- Q10b, there must not be 'pm' with 24 hr clock times.
- Q12, the tolerance for this syllabus is $\pm 2\text{mm}$

3. Marking of Practical task

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.
- Annotation of the scripts to explain where marks have been awarded for all three strands.

On the practical task, if candidates follow a structure given to them and/or answer a set of questions supplied by staff then the supervisor has done the planning on behalf of the learner by providing the structure or a set of questions and there should be a maximum of 6 marks awarded on AO1. The higher mark descriptors are still available if the candidate develops, the task further themselves, perhaps applying the demonstrated techniques in a more personalised context. In order to be awarded more than 6 marks it is also important that candidates demonstrate a significant number of mathematical techniques across all levels. Rough working should also be included to support the mark where appropriate. Plotting charts using EXCEL or similar IT programs does not, in itself, demonstrate the mathematical skills of drawing graphs. Similarly, taking information directly from the results of an internet search may demonstrate evidence of good AO3 planning, or subsequently used as part of the AO2 interpretation, but not the demonstration of performing mathematical techniques for AO1.

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

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between an independent supervisor and the candidate to ensure 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.

There is exemplar material, from the 2017 series, to help centres marking the practical task available via Interchange, alongside the live assessment material. More material will also be available in future years.

<https://interchange.ocr.org.uk/modules/controlledmaterials/controlledmaterialsentrylevel.aspx?menuindex=246>.

About OCR

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As a not-for-profit organisation, OCR's core purpose is to develop and deliver general and vocational qualifications which equip learners with the knowledge and skills they need for their future, helping them achieve their full potential.

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