



**ELC**

**Mathematics**

Entry Level Certificate **R448**

**OCR Report to Centres June 2017**

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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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**CONTENTS**

**Entry Level Certificate**

**Mathematics (R448)**

**OCR REPORT TO CENTRES**

<b>Content</b>	<b>Page</b>
Entry Level Certificate Mathematics	4

# Entry Level Certificate Mathematics

## General Comments:

### 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. Please remember that centres must 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 or unsatisfactory in some way. Please ensure that either or both of the Coursework Summary forms and the candidate cover sheets (available from Interchange) 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.

Moderators were pleased to note that more centres seemed to be completing Internal Moderation correctly and accurately. The majority of centres also submitted the correct versions of the papers. Please read the date on the front of the paper to check whether it is valid. However, 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 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 at any one time, two versions of each paper will be available to provide re-sit opportunities. Papers can be re-used to provide further re-take opportunities. However, an identical test must not be re-used within a two week period, although the alternative version may be used in that period (we do not necessarily recommend this).

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 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 with a small number of centres 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 small number of centres 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

*OCR Report to Centres – June 2017*

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 Questions:**

**Version 8**

**Written 2**

**Question No. 9a**

Please ensure that the diagrams are correct before awarding marks. 1 mark is available if the correct number of squares are seen but in the wrong shape

**Practical**

**Question No.2c**

The question specifically says 'different sports' so the ONLY answer is '4'

**Question No. 4b**

Some leniency with the positioning of the hands on the clock should be given

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