

**CCEA Entry Level in Mathematics  
(March Series) 2022**

# **Principal Moderator's Report**

mathematics



## Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the March 2022 series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's microsite on our website at [www.ccea.org.uk](http://www.ccea.org.uk).



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# ENTRY LEVEL MATHEMATICS

## Principal Moderator's Report

### Internal Assessment Overview

The compilation of evidence in the portfolios was good overall and reflected the levels claimed for the candidates.

Many centres used the Portfolio Progress Tracking Records and the notes and page numbers on them greatly assisted the moderation of the portfolios. Their use also helped to ensure that there were no gaps in the evidence when building portfolios.

However, for some candidates, there were significant gaps in the evidence for a level being claimed. In a normal year, this would have meant an adjustment to the level below, or in some cases it would not have been possible to award a level at all.

On the CCEA website there is a proforma for a witness statement which can be used at all levels to document and describe practical work observed. Witness statements could have been more widely used to provide full details of the practical activities observed. Some of the submitted witness statements merely restated the assessment criteria and said that candidates had achieved them. This was not sufficient as no descriptions of the activities that candidates engaged in were included.

### Covid-19

During the moderation process, allowances were given to candidates recognising that they and their teachers faced varying challenges in 2021-22 due to the Covid-19 pandemic. Accordingly, professional judgement was used to verify unit levels based on the submitted evidence, even though there were gaps in the assessment criteria. It cannot be assumed, however, that the same allowances will apply in 2022-23.

### Areas for Attention

#### Unit 1: Working with Whole Numbers

At Level 1, some candidates did not carry out both creating and describing patterns, they only carried out one or the other.

At Level 2 and Level 3, there were candidates who failed to satisfy the assessment criteria through not carrying out calculations in everyday situations.

It should also be noted, at Level 3, when adding and subtracting using money the amounts must be three-digit whole number amounts to satisfy the assessment criteria.

#### Unit 2: Working with Time and Measures

Occasionally candidates failed to provide evidence of the range of measurements specified at the level claimed.

#### Unit 3: Using Money

At Level 1, candidates often provided good evidence of identifying coins but failed to fully satisfy the assessment criterion by not including any evidence of sorting coins.

At Level 2 and Level 3, many candidates calculated the exact change when they should have been estimating the change.

### **Unit 4: Working with Shape**

At Level 1, more use of photographs and witness statements could have been used as evidence that the candidates had constructed 2D and 3D shapes.

At all levels, there were candidates who compared 2D shapes with 3D shapes when they should have compared 2D shapes with 2D shapes and 3D shapes with 3D shapes.

### **Unit 5: Working with Position and Space**

At Level 2 and Level 3, some candidates gave and followed instructions that were not along a route as required.

### **Unit 6: Data Handling**

At Level 3, when making observations and comparisons there were some candidates who did not use all four of the listed data formats.

### **Support for Centres**

During the course of 2022-23, CCEA plans to support centres by holding an Agreement Trial which will take place in the Autumn Term. The format will be an online webinar.

Specific support is always available to centres at their request.



## Contact details

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