

CCEA Entry Level in Mathematics
March Series 2023

Principal Moderator's Report

mathematics

Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the March 2023 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.

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ENTRY LEVEL- Mathematics

Principal Moderator's Report

Internal Assessment Overview

The evidence within the submitted portfolios was mainly very well selected and suitably demonstrated the assessment criteria at the levels claimed.

Additionally, the submitted portfolios were mainly well organised and included Portfolio Progress Tracking Records. The notes and page numbers on the tracking records greatly assisted the moderation of the portfolios.

On the CCEA website there is a proforma for a witness statement which can be used at all levels to document and describe any 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 the descriptions of the activities that the candidates had engaged in were not included.

Areas for Attention

Unit 1: Working with Whole Numbers

The majority of candidates were able to complete calculations at the levels claimed but they were often not set in everyday situations. This is a requirement at all levels in order to fully satisfy the criteria.

It should be noted, at Entry Level 1, candidates are required to describe and create patterns of their own but there were many candidates who omitted to do both, so they did not fulfil this criterion.

At Entry Level 3, when adding and subtracting using money, the amounts must be three-digit whole numbers to satisfy the assessment criteria. Furthermore, candidates must show evidence that multiplication is commutative at this level.

Unit 2: Working with Time and Measures

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

It should also be noted that candidates are required to use a range of appropriate instruments to make measurements and identify the correct metric units. This was often omitted.

They are also required to estimate a measurement and compare it to the actual measurement. This was frequently omitted but there were also examples of good practice where this was combined into one activity.

Candidates did not always use a simple timetable which used the 24 hour clock.

Unit 3: Using Money

At Entry 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 Entry Level 2 and Entry Level 3, many candidates calculated the exact change due when they should have been estimating the change due. Failing to do this could impact on the level being verified.

Unit 4: Working with Shape

At Entry Level 1, a greater use of photographs and witness statements could have been used as evidence that the candidates 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.

There were also candidates who did not provide evidence of sorting 2D and 3D shapes with respect to number of sides, faces and corners. Again, 2D shapes should be sorted with 2D shapes and 3D shapes with 3D shapes.

Unit 5: Working with Position and Space

At Entry Level 2 and Entry Level 3, some candidates gave and followed instructions that were not along a route on a map or plan for example, movement around a game board. This did not satisfy the assessment criteria. The expectation was that the instructions would or could be carried out by candidates physically moving around.

Some candidates used examples of safe combinations to illustrate clockwise/anticlockwise but they should have been using clockwise/anticlockwise to give directions along a route for example, navigating a roundabout.

Unit 6: Data Handling

In this unit, candidates were usually adept at building their portfolios at the levels claimed.

However, there was one area of weakness in the portfolios submitted as evidence for Entry Level 3. When making observations and comparisons, there were some candidates who did not use all four of the listed data formats.

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