

**CCEA Entry Level in Mathematics**  
**March Series 2024**

# Principal Moderator's Report

mathematics



## Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the March 2024 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 evidence within the submitted portfolios was mainly very well selected and suitably demonstrated the assessment criteria at the levels claimed.

The submitted portfolios were also mostly well organised and the majority included Portfolio Progress Tracking Records. This not only helped centres check that their portfolios contained the appropriate evidence to support their claimed levels, but it also greatly aided the moderation process.

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, for example, Unit 2: Working with Time and Measures activities.

Teacher annotation was also helpful, especially when the submitted evidence required supporting statements.

### Areas for Attention

#### Unit 1: Working with Whole Numbers

At Entry Level 1, candidates are required to describe and create patterns of their own for Assessment Criterion 4.1 but too often there were candidates who omitted to do both, so they did not fully satisfy this criterion.

At Entry Level 2, it is only necessary to identify halves and quarters of shapes and objects for Assessment Criterion 5.1. Some of the worksheets within the portfolios used fractions beyond this, for example, three quarters and one third.

At Entry Level 3, candidates did not always show evidence that multiplication is commutative for Assessment Criterion 4.2. It should also be noted, at this level, when adding and subtracting using money the amounts must be three-digit whole number amounts to satisfy the assessment criteria. Performing calculations using decimal numbers should not be used as evidence for working with whole numbers.

At each Entry Level for this unit, while the majority of candidates were able to complete calculations, they were not always set in everyday situations. It is a requirement at each level that candidates perform calculations in everyday situations in order to fully satisfy the relevant criteria.

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

At Entry Level 1, the evidence in the portfolios mainly addressed all the criteria.

At Entry Level 2 and Entry Level 3, it should be noted that candidates are required to use a range of appropriate instruments to make measurements and identify the correct metric units. At times, there was insufficient evidence in the portfolios to indicate that this was happening.

At Entry Level 3, candidates are also required to estimate a measurement and compare it to the actual measurement. There were examples of good practice where the identification of metric units, estimating measures and, as a check, using instruments to measure were all combined into one activity. Furthermore, for Assessment Criterion 4.4, we would encourage candidates to use a simple 24-hour clock timetable.

## **Unit 3: Using Money**

At Entry Level 1, candidates often provided good evidence of identifying coins for Assessment Criterion 1.1 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 after paying for a single item when they should be estimating the change due.

At Entry Level 3, candidates only need to identify percentages of suitable amounts for Assessment Criterion 4.1. This can be done using a matching activity instead of calculating the amounts.

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

At Entry Level 1, more use of photographs and witness statements could have been used as evidence that the candidates constructed 2D and 3D shapes for Assessment Criterion 3.3.

At Entry Level 2, the evidence of sorting 2D and 3D shapes did not always include sides and corners for Assessment Criterion 3.1. We also continue to see candidates comparing 2D shapes with 3D shapes for Assessment Criterion 2.1. For this criterion candidates should be comparing 2D shapes with 2D shapes and 3D shapes with 3D shapes.

At Entry Level 3, all shapes listed were not always identified for Assessment Criteria 1.1 and 1.2. Furthermore, there were candidates who did not provide evidence of sorting 2D and 3D shapes with respect to the of number of sides/edges, corners and faces for Assessment Criteria 4.1 and 5.1. Additionally, as with Entry Level 2, we again continue to see candidates comparing 2D shapes with 3D shapes for Assessment Criterion 3.1 when candidates should be comparing 2D shapes with 2D shapes and 3D shapes with 3D shapes.

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

At Entry Level 1, the evidence in the portfolios mainly addressed all the criteria.

At Entry Level 2 and Entry Level 3, for some candidates, the evidence of giving and following instructions along a route could have benefited from having witness statements included.

At Entry Level 3, some candidates used examples of safe combinations to illustrate clockwise and anticlockwise turns but they should be using these to give and follow directions along an actual route, for example, navigating a roundabout.



## **Unit 6: Data Handling**

At Entry Level 1, the evidence in the portfolios mainly addressed all the criteria.

At Entry Level 2, candidates used bar charts to represent data when simple pictograms or block graphs would have been more appropriate at this level.

At Entry Level 3, candidates did not always use all four of the listed data formats when making observations and comparisons for Assessment Criteria 3.1 and 3.2.

## Contact details

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