



**ENTRY LEVEL CERTIFICATE 2012**  
**MATHEMATICS**

Chief Examiner: Linda Mason

**Internally assessed element**

Many centres met the deadline for sending coursework; moderators appreciated this, as they were able to meet their own deadline for moderation. A few centres however, did not meet the deadline. It would have been appreciated if WJEC had been informed of any problems arising.

A number of centres sent all the coursework, instead of just those candidates in the required sample, this means that a few centres spend more than necessary on postage. Also a number of centres did not initially enclose the M1 form, and some included the bar mark form which should be sent directly to WJEC.

However, the standard of assessment of all aspects was high. The work of candidates was generally marked accurately and with annotation where necessary.

Clearly, the candidates were appropriately entered, with many demonstrating positive achievement. Perhaps showing that many candidates are ready to continue with their mathematical education towards GCSE or Application of Number.

**Externally assessed element**

There was no evidence that the candidates were short of time, the vast majority of candidates attempted all of the questions.

Candidates had been entered appropriately. It is clear that many candidates are ready to take the next step in perhaps entering for GCSE Mathematics at Foundation Tier.

It appears that a number of candidates enter for Entry Level as a stepping-stone pre-16. The qualification meets many needs, with this external part demonstrating a readiness for a formal written assessment.

**Question specific comments are listed below:**

<b>Question</b>	<b>Comment</b>
1	This question was well answered. An occasional error was to halve the number of bikes, leading to an answer of $6\frac{1}{2}$ wheels!
2	Although spelling was an issue, usually markers could award for the intention of writing 'four hundred and six'.
3	The vast majority of candidates understand the order of operations.
4	There are many misconceptions in ordering numbers, which include negatives.
5	Many candidates understand simple percentage parts.
6	Many candidates understood how to find the factors, although some did repeat those given in the questions. When answers were incorrect it was obvious that answers had not been checked.
7	A small number of candidates did not distinguish correctly between left and right. Having made a selection in part (a) markers followed through the candidates understanding of 'left' to mark the fraction. Part (b) was not well answered, with candidates unsure about expressions using simple fractions.
8	Candidates engaged really well with the context of the question, looking at larger consecutive numbers and recognising odd numbers.
9	A common incorrect answer for the second question was 130, not recognising that order matters. The third question caused the most problems for candidates, with a mix of incorrect responses demonstrating insecurity with decimals. The most common, although not too often, incorrect response in the fourth question was 500.
10	<p>A number of candidates did not fully understand that <b>four</b> glasses at 49p was to be subtracted from £2. Occasionally, the calculation attempted was <math>\text{£}2 - 49\text{p}</math>.</p> <p>Part (b) was well answered. However, a number of candidates gave an incorrect answer of 30p, found by working out <math>80 - 50</math>, perhaps thinking half price was 50%, hence <math>80 - 50</math>? A misconception?</p> <p>In part (c) a number of candidates wrote '<math>3 \times 4 = 12</math>' then selected an answer of 12. A number of candidates gave an incorrect answer of '48'.</p>
11	Writing numbers from calculator displays involving money proved to be difficult for some candidates, who did not understand how a one decimal place answer is written in pounds. However, many candidates gave correct responses, realising that Amy enters for free. Only a few candidates included three children in the cost. The context was well interpreted.

12	Candidates found reflection in a horizontal line more demanding than reflecting in a vertical line. Not realising that turning the page would have solved their problem!
13	The right angle was recognised, the other two were sometimes inter-changed.
14	Many candidates estimated 2cm for the coin, but beyond that the estimations were totally mixed. Candidates did not have any concept of visualising measure beyond a small object.
15	The cuboid was often assigned an answer 'trapezium'. This did happen frequently.
16	Many candidates knew the difference between area and perimeter. These two concepts were not mixed.
17	Errors were mixing 'West' with 'East'. However, many candidates answered this question correctly.
18	Candidates occasionally left out some of the images.
19	Timetables were sometimes misunderstood. Particularly the time difference and identifying which trains stop at Burneside.
20	Generally well answered, although if there was an error, it was with drawing of the correct number of eggs, with 15 drawn.
21	This question was well answered.
22	Many correct responses, although a number of candidates gave tallies rather than frequencies.
23	An incorrect response in part (b) was $2\frac{1}{2}$ , misreading the scale.  An incorrect response in part (c) was often 'Tony', again misreading the scale.