



ENTRY LEVEL 2013

MATHEMATICS

Chief Examiner: Linda Mason

Internally Assessed Element

Many centres met the deadline for sending coursework. A few centres however, did not meet the deadline. It would have been appreciated if WJEC had been informed of any problems arising leading to any agreed later submissions.

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. And also meant that time was spent listing the details of all of the candidates, rather than those in the sample.

A reminder that the bar mark form should be sent directly to WJEC.

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 Mathematics GCSE.

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 appears that a number of centres are perhaps entering entire classes of candidates en route to further qualifications, using Entry Level as an appropriate stepping stone towards GCSE Mathematics. It is clear that many candidates are ready to take the next step.

The qualification meets many needs, with this external part demonstrating a readiness for a formal written assessment.

Other candidates demonstrate that achieving positive outcomes in this examination is a major stage in their progress.

Question specific comments are listed below.

- Q.1 Part (b) caused the most difficulties for candidates, with very few correct answers.
- Q.2 Part (d) was often omitted or incorrect.
- Q.3 This question was generally well answered.
- Q.4 Spelling was ignored, which meant most candidates gained a mark for their answer. A few candidates offered 'thirty two hundred' as their response, which was accepted.
- Q.5 The order of the negative numbers was often incorrect.
- Q.6 This question was not well answered, with many spurious answers such as $1/3$.
- Q.7 This question was generally well answered.
- Q.8 A few candidates repeated the product given in the question, but otherwise the question was generally well answered.
- Q.9 This question was not well understood. Candidates wrote 'hundreds, tens and units' and even 'tenths', but seemed unclear about place value.
- Q.10 A mix of fully correct, or reversed coordinates.
- Q.11 Many candidates answered this question correctly, whilst a few candidates did not engage with the context. In part (c) the answer from the calculator was often recorded incorrectly.
- Q.12 This question was generally well answered, although the reverse in part (d) was often incorrectly answered.
- Q.13 The pattern in part (b) caused the main difficulty.
- Q.14 This question was not well answered.
- Q.15 Although good attempts were seen in part (a), many candidates copied the triangle across in part (b) rather than reflected it.
- Q.16 Writing time using 24-hour notation is not well understood. Many candidates included 'a.m.' or 'p.m.' in their final answers.
- Q.17 The number of edges was frequently incorrect, but the number of faces was often correct.
- Q.18 Candidates either know or do not know the points of the compass.
- Q.19 Area and perimeter is not well understood, confused and reversed or just incorrect.
- Q.20 Many candidates read programme guides correctly, but other candidates do not have any understanding related to timings and lengths of times for particular programmes.
- Q.21 Many candidates answered this question correctly.

- Q.22 Many candidates answered this question correctly.
- Q.23 Many candidates answered at least one part correctly, with many candidates answering at least 2 parts correctly.
- Q.24 This question was well answered. A few candidates write £1.13 in part (a) instead of counting the number of coins.
- Q.25 A number of interesting answers related to pigs and sheep, e.g. 'with or without fur', 'living in mud or grass', 'adults and babies'. The question was well answered.
- Q.26 Many candidates understood the key and answered correctly, but other incorrectly used 'one to one' relationships.