

Vocational Qualifications (QCF, NVQ, NQF)

Text Production

Level 3 Audio-Transcription - **03933**

OCR Report to Centres August 2015

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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Overview

The Text Processing suite is still a very relevant qualification and most candidates perform well in this unit. Generally there were no issues with Centres. Occasionally there was an issue with the examination being taken outside the examination date, leading to a malpractice issue.

Centres should emphasise to candidates the requirement to use the OCR supplied letterhead for Document 1, and that no alterations *of any kind* should be made to this. Use of the wrong letterhead or an altered letterhead incurs a penalty under 4H, but if all the candidates from one centre have done this it constitutes a malpractice issue.

The submission of candidates' work for marking still remains an issue. Sometimes papers are not sent until up to a month after the end of the examination period, and sometimes, in the case of the summer paper, not until the start of the new term. Previously Centres were required to inform OCR of the number of candidates they proposed to enter for an examination which meant that assessors knew when they had received all the papers from a Centre. Under the new system assessors are only informed of the Centre names and numbers which they have been allocated but not the number of entries. This is very inconvenient for assessors as they do not know when all the papers have been received and the examination marking can be considered to be complete.

General Comments

Generally the standard of work was quite good. As usual there was evidence of over-reliance on the spellchecker. There were several errors, in particular homophones, which would not have been picked up by the spellchecker facility. This only serves to underline the necessity for proof-reading. Use of a dictionary and more time spent checking spellings in context would incur fewer unnecessary penalties.

Use of the apostrophe still causes problems to candidates. Two documents require apostrophes to be inserted and in many cases these were omitted, or inserted in the wrong place. Some were even inserted where none was required – for instance in plurals.

Centres need to emphasise to candidates the importance of the Candidate Information Sheet. This document contains all proper names and words where initial capitals are essential. There were many instances where words which were given on this Sheet were misspelled or did not contain essential initial capitals. It is important for candidates to realise that every instance of incorrect spelling/capitalisation of a word from the Sheet will incur a penalty.

Comments on Individual Units

Document 1 – Letter

This document was usually well done. The main cause of penalties was the incorrect/omission of the apostrophe. Most candidates took the correct number of copies, and these were correctly routed. This document requires the use of the OCR supplied letterhead. In some cases candidates had used the incorrect letterhead or had altered it in some way. Use of the wrong letterhead or an altered letterhead by one or two candidates from a Centre incurs a penalty under 4H, but if all the candidates from one Centre have done this it constitutes a malpractice issue.

Document 2 – Advertisement/Minutes

This document is short, but somehow manages to cause problems to candidates. Again there were errors with apostrophe use. In the spring paper there were no instructions given to centre the heading but some candidates did this, which incurred a penalty under 4A. In the summer paper this document was a set of minutes, and it appeared that some candidates are unaware of how to lay out minutes. Sometimes the whole of the first paragraph was treated as part of the heading and centred and underlined. In the sentence “It was agreed that a small focus group be set up ...” some candidates inserted the word “would” or “should” before “be” which indicated a lack of knowledge of the wording style for minutes.

Document 3 – Report/Article

This document always appears to cause problems to candidates and it is the one in which most penalties are incurred. This document always contains a set of numbered paragraphs or items and attention should be paid to the layout of these. If the numbered items are not complete sentences the dictated instruction at the end of each one is “new line”. Such items are accepted with or without full stops. Numbered items which are complete sentences are followed by the instruction “paragraph” which indicates that a full stop is required. However the final numbered item should always have a full stop as it represents the end of a paragraph. Many candidates incurred a penalty for omitting this.

This document also contains a table which requires the alignment of decimal points in columns. Many candidates incurred errors for failure to align the decimal points (4Q) and/or not aligning the longest figure in each column with the column heading (4P). There were some instances where the figure dictated was a whole number, and several candidates did not appreciate that it is necessary to add .00 to these figures. Where this was not done a penalty was incurred under 4L for inconsistent rendering of figures.

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