



12–16 January 2015

**PRINCIPAL LEARNING LEVEL 2
ENGINEERING**

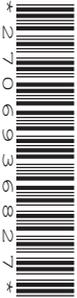
F548/01 The Engineered World

OCR supplied materials:

- Insert and Workplace scenario (inserted)

Other materials required:

- Digital recorder



Candidate forename		Candidate surname	
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Centre number						Candidate number				
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INSTRUCTIONS TO CANDIDATES

- The Insert and Workplace Scenario will be found inside this document.
- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **60**.
- This document consists of **8** pages. Any blank pages are indicated.

Format for viva-voce examination of OCR Diploma in Engineering F548 Level 2 Unit 1: The Engineering World

The viva-voce should be conducted in a quiet location where there will be no interruptions and the learner has no distractions, external contacts or access to unauthorised materials.

The centre is required to provide a digital recorder that can store up to fifteen minutes of video of the viva-voce. The profiles of the learner and presenter should be clearly visible on camera. An independent invigilator must also be present.

Additionally the presenter has the opportunity to record, using **brief** notes if necessary, the key points raised by the learner, using the pages provided in this booklet.

- Before the viva-voce starts the learner should be asked to complete the front cover of this booklet.
- The presenter should check that the learner has their personal work book compiled for this unit.
- The presenter should check with the learner which engineer, engineering achievement and sectors they are going to talk about.

Before recording the viva-voce the presenter should:

1. Ask the learner to be seated.
2. Explain the format of the viva-voce to the learner by reading to them the following information:
 - Your viva-voce will last for fifteen minutes.
 - I will ask you to state your name, centre number and candidate number as soon as we start.
 - There are six questions, which you must try to answer.
 - You will be talking about some aspects of the research you have undertaken.
 - You may refer to your personal workbook if you feel it would help.
 - You must remember to speak clearly and confidently.
 - While you are speaking I might be making brief notes of what you say in this booklet.
3. Ask the learner if they are ready to begin.

The presenter will then say:

“You have a maximum of fifteen minutes to answer the questions. After fifteen minutes you will have to stop and the recording will finish. I will let you know when there are two minutes left.”

The camera will now be switched on and an indication will be given to the learner and presenter that the viva-voce has started.

The presenter will then say:

“Please tell me your name, centre number and candidate number and please remember to speak clearly.”

“Thank you, your fifteen minutes start now.”

- 1 “For one engineering sector, state the name of the engineer you have researched and then tell me about their engineering achievements.”

[Total: 10]

- 2 “For the engineer you have researched, please identify and assess the technical issues they faced and any technical advances they relied or acted upon.”

[Total: 10]

- 3 “Please name an engineering registration scheme **OR** a professional engineering body, and then for the one you have chosen, explain the nature of the work they do.”

[Total: 10]

- 4 “Name an engineering sector you have studied and then describe the job role and responsibilities of a craft person **OR** a technical person within that sector.”

[Total: 10]

5 “Now I am going to give you a copy of this question.”

(The presenter gives the learner a printed copy of question five and also reads question five out).

Look carefully at Fig. 1 which shows serious pollution incidents affecting water, land and air in England and Wales.

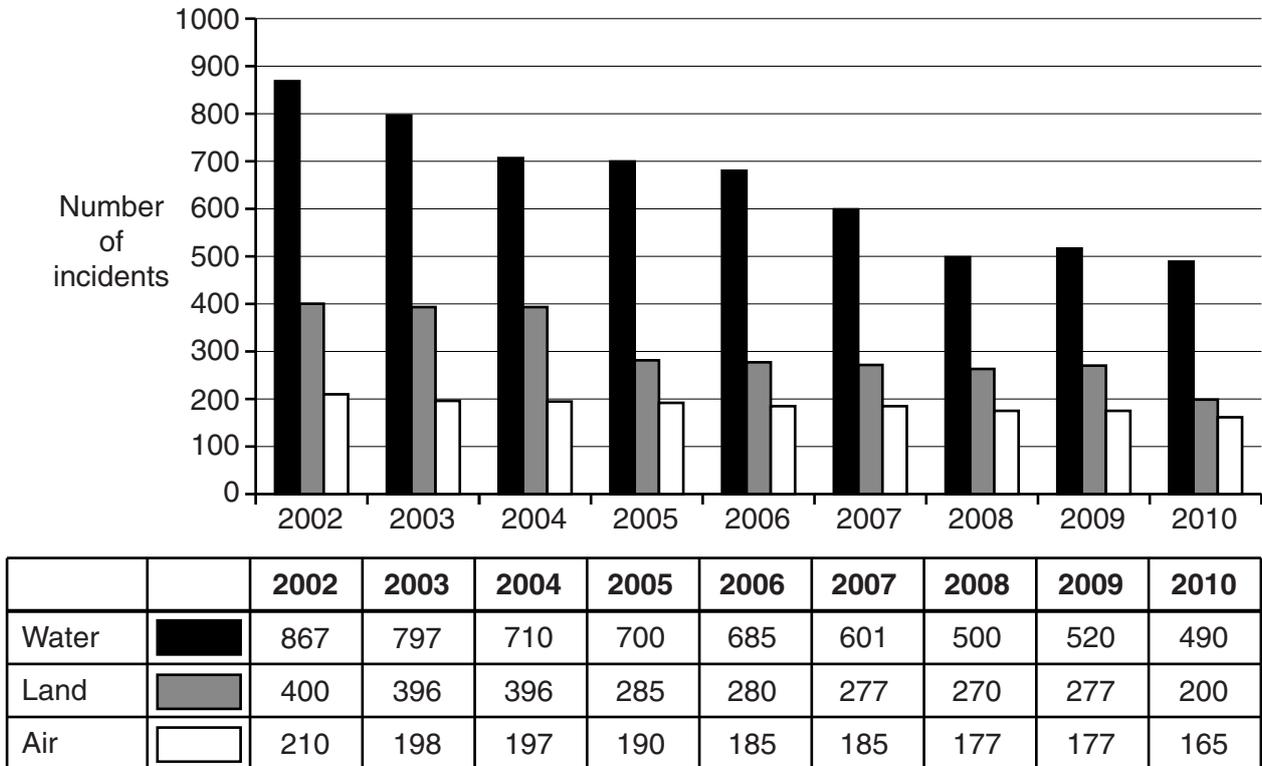


Fig. 1

- (a) “State the years in which most incidents and least incidents occurred for each of water, land and air.”
- (b) “Please now explain what could have led to the difference in the number of incidents over this period of time.”

[Total: 10]

6 “Now I am going to give you a workplace scenario.”

(The presenter gives the learner a printed copy of the workplace scenario and also reads the scenario out).

Les, aged 18, has just started work in an engineering workshop. The manager has given him a job description, but has said nothing about his terms of employment.

“Now I am going to ask you a question about the workplace scenario.”

“What can you tell Les about the responsibilities of his employer and his responsibilities as an employee?”

[Total: 10]

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If there is time after all of the questions have been answered the presenter may repeat any questions and give the learner the opportunity to add to their earlier answers.

When the learner indicates they have finished all questions and the learner has finished speaking, the presenter then says:

“The viva-voce is over and the camera will now be switched off”.

At no time should the centre staff enter into any discussion about learner performance.

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