

## Science

OCR Entry Level R483  
Candidate Record Card

|                |  |  |  |               |  |  |
|----------------|--|--|--|---------------|--|--|
| Centre name    |  |  |  |               |  |  |
| Centre number  |  |  |  |               |  |  |
| Candidate name |  |  |  | Candidate No. |  |  |
| Task title     |  |  |  |               |  |  |

|                   |            |                 |            |
|-------------------|------------|-----------------|------------|
| Course start date |            | Course end date |            |
|                   | month/year |                 | month/year |

This document represents a convenient way of monitoring and recording a candidate's attainment. It is also a convenient way of storing a candidate's marks for end of item tests, can-do tasks and the practical task.

Centres are free to develop their own record keeping systems, provided that the level of detail of a candidate's attainment is identical to that shown in this paper-based one.

Summary of achievement at Final Certification.

**Entries must be made by 21<sup>st</sup> February in the year which Final Certification is required**

Please ensure that all completed end-of-item test papers and the practical tasks for this candidate are available for moderation if requested.

| Date | End-of-item tests points total | Can-do task points total | Practical task points total | Overall Achievement Points Total (rounded down) |
|------|--------------------------------|--------------------------|-----------------------------|---|
|      | /72                            | /8                       | /20                         | /100  |

Name of candidate \_\_\_\_\_

**End-of-item tests:**

| End-of-item tests |   |      |               |                    |
|-------------------|---|------|---------------|--------------------|
|                   | Title                                   | Date | Test mark /15 | Points (see below) |
| ELB1              | Dead or alive (cells)                   |      |               |                    |
| ELB2              | Babies (reproduction)                   |      |               |                    |
| ELB3              | Control systems                         |      |               |                    |
| ELB4              | Fooling your senses                     |      |               |                    |
| ELB5              | Gasping for breath                      |      |               |                    |
| ELB6              | Casualty                                |      |               |                    |
| ELB7              | You only have one life – look after it! |      |               |                    |
| ELB8              | Body wars                               |      |               |                    |
| ELB9              | Creepy crawlies                         |      |               |                    |
| ELB10             | Extinction                              |      |               |                    |
| ELB11             | My genes                                |      |               |                    |
| ELB12             | Food factory                            |      |               |                    |
| ELC1              | Physical or chemical change             |      |               |                    |
| ELC2              | Acids and alkalis                       |      |               |                    |
| ELC3              | Everything in its place                 |      |               |                    |
| ELC4              | Clean air and water                     |      |               |                    |
| ELC5              | Novel materials                         |      |               |                    |
| ELC6              | Sorting out                             |      |               |                    |
| ELC7              | Let's get together                      |      |               |                    |
| ELC8              | Heavy metal                             |      |               |                    |
| ELC9              | Fuels                                   |      |               |                    |
| ELC10             | Are you overreacting?                   |      |               |                    |
| ELC11             | How fast? How slow?                     |      |               |                    |
| ELC12             | CSI plus                                |      |               |                    |
| ELP1              | Getting the message                     |      |               |                    |
| ELP2              | Full spectrum                           |      |               |                    |
| ELP3              | Medical rays                            |      |               |                    |
| ELP4              | Hot stuff                               |      |               |                    |
| ELP5              | Alternative energy                      |      |               |                    |
| ELP6              | Nuclear power                           |      |               |                    |
| ELP7              | Our electricity supply                  |      |               |                    |
| ELP8              | Attractive forces                       |      |               |                    |
| ELP9              | Pushes and pulls                        |      |               |                    |
| ELP10             | Driving along                           |      |               |                    |
| ELP11             | Fly me to the moon                      |      |               |                    |
| ELP12             | Final frontiers                         |      |               |                    |
|                   |   |      | Points total  |                    |

| Converting marks to points |     |     |      |       |
|----------------------------|-----|-----|------|-------|
| Test mark                  | 3-4 | 6-8 | 9-11 | 12-15 |
| Points                     | 0.5 | 1.0 | 1.5  | 2.0   |

Name of candidate \_\_\_\_\_

**Can-do tasks:**

| Universal science skill area |  |               |
|------------------------------|--|---------------|
| Reference                    | Task   | Date achieved |
| U1                           | Use of appropriate apparatus to make and record a range of measurements accurately   |               |
| U2                           | Safe use of appropriate heating devices and techniques                               |               |
| U3                           | Obtaining and recording the results of a practical activity in an appropriate format |               |
| U4                           | Follow a plan  |               |

| Universal science skill area |  |               |
|------------------------------|--|---------------|
| Reference                    | Task   | Date achieved |
| B1                           | Use of appropriate apparatus to observe and measure a biological change or process   |               |
| B2                           | Measure the rate of a reaction in biology  |               |
| B3                           | Use appropriate sampling techniques to investigate the distribution and abundance of organisms in an ecosystem via direct use in the field |               |
| B4                           | Use of appropriate apparatus, and techniques to magnify a biological sample  |               |

| Universal science skill area |   |               |
|------------------------------|---|---------------|
| Reference                    | Task  | Date achieved |
| C1                           | Use of appropriate apparatus to conduct and monitor chemical reactions        |               |
| C2                           | Safe use of a range of equipment to purify and/ or separate chemical mixtures |               |
| C3                           | Safe and careful handling of gasses, liquids and solids                       |               |
| C4                           | Use of appropriate apparatus and techniques carry out electrolysis            |               |

| Universal science skill area |  |               |
|------------------------------|--|---------------|
| Reference                    | Task   | Date achieved |
| P1                           | Use of appropriate apparatus and techniques to measure and observe the effects of forces on the extension of springs |               |
| P2                           | Use of appropriate apparatus and techniques to measure and observe the effects of forces on the extension of springs |               |
| P3                           | Safe use of appropriate apparatus to measure energy changes/transfers including work done                            |               |
| P4                           | Use of appropriate apparatus to measure current, potential difference and resistance.                                |               |

| Can-do tasks successfully completed | Number of tasks | Half number of tasks | Points total |
|-------------------------------------|-----------------|----------------------|--------------|
|                                     | /16             | /8                   | /8           |

Name of candidate \_\_\_\_\_

**Practical task:**

|   |  | 0 | 1-2 marks   | 3-4 marks   |
|---|--|---|---|---|
| A | Planning to collect data<br><input type="checkbox"/> | * | Outlines a simple plan which would enable a limited amount of data to be collected    | describes the method and apparatus selected to collect data<br><br>makes an appropriate comment about safe working    |
| B | Processing the data<br><input type="checkbox"/>      | * | displays a few results in charts or graphs, using given axes or scales                | constructs simple charts or graphs to display data in an appropriate way, allowing some errors in scaling or plotting |
| C | Patterns in the data<br><input type="checkbox"/>     | * | notes at least one difference between situation/cases, or compares individual results | identifies trend(s) or pattern(s) in the data   |
| D | Interpreting the data<br><input type="checkbox"/>    | * | makes a simple attempt to interpret the data  | relates the trend(s) or pattern(s) to the relevant science  |
| E | Reviewing the method<br><input type="checkbox"/>     | * | makes a simple comment about the method used to collect data                          | comments on the method used and how it affects the quality of data collected  |

\*no response or the response is not sufficient for the award of 1 mark

← Total mark out of 20.