

# **OCR Report to Centres**

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**June 2013**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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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## R448 Entry Level Mathematics

### Administration

Thank you to all those centres who correctly administered the new tests and ensured that the required samples were sent to the moderator, after they were notified, along with the correct paperwork. A small number of centres were sending all their candidates work to the moderator. Please remember that centres must wait until they are notified by email and **then** send their sample to the moderator with the moderator copy of the MS1. A worrying change from previous years is the increase in the number of centres who are not submitting the correct versions of the papers for certification. The dates when papers are valid are on the front of the papers. Please ensure that papers candidates are asked to sit are valid for the year they are requiring certification.

There were a significant proportion of centres whose paperwork was incomplete or unsatisfactory in some way. Please send both the moderator copy of the MS1 and the Coursework Summary form (available from Interchange) to the moderator with the sample. It is also necessary to send only a single copy of the Centre Authentication Form (CCS160) with the work. Without this document final awards may be delayed. Centres should note that only one signature per teacher involved is required, not one per candidate. Candidates should also have a cover sheet attached to their work to summarise their overall marks.

All correspondence with the moderator will be through email initially. Please ensure that the email contact address given to the board is regularly checked. It is also essential that deadlines are kept to for all correspondence with the moderator if results are to be issued on time, especially informing OCR of the marks initially.

A greater concern to moderators is the significant downturn in the adherence to administrative procedures by a number of centres who failed to check the accuracy of marking and the recording of final marks for assessment on the MS1. Moderators also noted that a number of centres seemed to be using only one version of the Assessments. Whilst this is acceptable, it may be disadvantaging a proportion of candidates. Centres are reminded that candidates should attempt two versions of the In-Course Tests and the better result for each component, of either version, should be submitted. Centres are also reminded that the candidates must attempt each version of each test once only.

Centres are also considering how papers will be presented to candidates – whether back to back copies, as colour papers to differentiate versions or produced as a booklet. Please check that when papers are printed all pages are present and in the correct order when given to candidates. It is also not advisable to reduce the size of scripts.

### Marking

The marking seen by all the moderators seemed to show a general adherence to the mark scheme, although there were still a minority of centres where the mark scheme seemed to be incidental rather than central to the marking. Teachers can (and should) write on scripts to clarify marking.

The area that is continuing to cause many problems was an increase in arithmetical and clerical errors as well as, for some centres, a lack of consistency across papers. It is vital that schools should carry out a sufficiently rigorous internal moderation process to eliminate marking mistakes, totalling errors, transfer of mark errors and recording errors.

As for all tasks done in school and submitted for external moderation, it is important that centres have in place a method whereby marking is checked for accuracy and consistency and candidates' marks are checked for clerical errors before being submitted to the board. In the long run this will cause both moderators and centres less problems.

**Comments on individual papers**

Written 1 Version 4

Question 9(a) specifically states that the answer must be in pence.

Written 2 Version 4

Question 5 only has marks for tallying therefore if only frequencies are seen, no marks can be awarded.

Aural Version 4

Question 4b the descriptions given are only suggestions – other mathematical labels could also be given.

Practical Version 4

Question 2 here the marks are for the totals so the tallies are not necessary.

Throughout the papers it is important that the notes in the mark scheme are consulted. Eg if 'follow through' marks are available it will say so.

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