

## **Projects**

### **Foundation and Higher**

OCR

Level 2 Higher Project **H855**

### **OCR Report to Centres June 2017**

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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.

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### Level 2 Higher Project (H855)

### OCR REPORT TO CENTRES

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## H855 Level 2 Higher Project

### General Comments:

There was a very wide range of topics in the submission for this series and it is pleasing to see many candidates exercising an admirable amount of independence for this level. There were some extremely interesting projects seen, one or two of them demonstrating an unusual degree of sophistication for Level 2 work. The standard of work was generally high and it was heartening to see that previous advice regarding taught skills and also signposting of marking had been taken on board by many repeat centres and put to good use in helping candidates achieve effective submission of the required evidence. There was also some innovative use of taught skills and negotiated decisions to provide candidates with a firm foundation upon which to develop their own independent judgements and conclusions. In the majority of cases centres had allowed candidates a free choice of topic, but a minority of centres still need to ensure that there is clear evidence to demonstrate that this is the case.

### AO1

Many of the more successful candidates made detailed use of the Pupil Progression Record (PPR) to show their understanding of how to organise their projects and most centres had encouraged the use of some kind of structured timeline to break down the project into manageable tasks. However, some centres had instructed their candidates to use a Gantt chart but had not managed to convey how to employ this planning tool effectively. In these cases labelling was sketchy and there was little discussion of the plan to help the candidate reflect on their progress. A more effective use included updates and alterations with some valuable discussion of these.

### AO2

Most candidates had conducted some primary research alongside the selection and collation of a variable amount of secondary material. It was good to see that a number of centres had trained candidates to produce appropriate survey questions, to reflect on ethical considerations and to produce pilot studies. An increasing number of Level 2 candidates are also going beyond the basic requirements for their research and consulting a very wide range and variety of material, in some cases very effectively. In less successful attempts to select sources candidates became overwhelmed by a volume of material that they found difficult to manage and centres may wish to consider further structured support for some candidates in managing what can appear to be an indiscriminate collection of material, very frequently gleaned from the internet. At this level candidates can also be encouraged to consider the reliability of the material they access and to start to make judgements about the relative value of their sources, both primary and secondary.

### A03

There was good evidence that many centres have developed a sound grasp of the process based nature of this qualification and have guided candidates successfully to produce evidence of the development of their projects as well as the outcome. However, less successful centres are still tending to produce projects that focus too heavily on the production of an essay or presentation and simply finding out about a topic and far too lightly on the selection and application of skills. The substantial focus of this AO is on the tools and techniques the candidate applies in order to achieve a successful outcome, rather than upon the knowledge they have gained per se. The best candidates demonstrated excellent knowledge of how to bring the project to completion as well providing evidence of problem solving and other higher order skills.

AO4

Although not a requirement at this level, an increasing number of centres are giving candidates the valuable opportunity to demonstrate knowledge and understanding of their topics by presenting their findings to an audience, in addition to producing written work. Where it is used well this can help candidates to analyse outcomes and discuss them and where presentation evidence is provided it can enhance the impression of good clear communication of conclusions, the process of arriving at them and a thorough evaluation of the merits of the project. Where a good presentation has taken place it is also good to see the associated evidence. Sadly, some centres allude to presentations but these are poorly evidenced. Other centres have not understood the best use of presentations and these can appear formulaic and add nothing to the effective communication of project findings, its evaluation or the candidates learning. In some cases it might be better to allow candidates to communicate their findings and their self-evaluation using the written word. Generally, written evaluation was strength of this submission and most candidates expressed a clear idea of what they had gained and how this might impact on their future progress.

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