

# **Examiner's Report**

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**June 2011**

**R441/R/11**

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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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## R441 Entry Level ICT

This is the first year of Entry Level in ICT R441, which has taken over from 3912. The key changes included in this specification included:

- 'The new specification contains fresh, up-to date content, enabling teachers to engage learners and bring the subject to life.
- A mandatory task on the practical use of ICT has been introduced, along with new task areas based around using creative applications.
- The new specification uses banded marking criteria that allow you to differentiate between levels of attainment.
- You can submit evidence electronically, via the OCR Repository.
- The sample for moderation will now be selected by the Moderator, and the centre will be advised.

Most centres completed the administration effectively and sent in their samples when requested. Samples were well presented, with accompanying unit record sheets with clear annotation on coursework, which was very helpful, thank you. There were few arithmetic errors identified and there was a great improvement in centres sending centre authentication forms along with coursework.

### Quality

- The quality of the work was wide ranging, some of it extremely well presented and written.
- centres need to annotate the work submitted, effectively so that it is clear why/why not marks were awarded.

### Marking

- Most centres provided well marked and presented, samples of work.
- Some centres require training in the administration and marking of the coursework. Inset is available from OCR – [https://www.ocreventbooker.org.uk/ocr/DesktopDefault.aspx?e=fjefcbdbhgnidcph&PROD\\_ID=13966](https://www.ocreventbooker.org.uk/ocr/DesktopDefault.aspx?e=fjefcbdbhgnidcph&PROD_ID=13966)
- **On occasions:**
  - Marking was sometimes too lenient; giving rise to suspicion that care has not been taken with marking.
  - Marks were not given for candidates who had evaluated the software possibly due to an incorrect interpretation of the marking criteria.
  - Centres need to remind candidates that they need to give an answer to the evaluation task.

Please note that 'half marks' cannot be given, thank you.

**Administration:**

**Deadline dates:** **15<sup>th</sup> May** – Most centres adhered to the deadlines as listed and arrived before or within one week after the deadline.

However a minority of centres should:

- ensure they are aware of the requirements of the curriculum, on occasion centres did send in two Practical Communications Tasks
- ensure they have sent in their centres entries in good time
- have sorted out their candidates paperwork before they submit it for moderation
- send to the designated moderator, the required paperwork with the sample
- ensure they enclose a fully completed centre authentication form CCS160 with the sample
- ensure they included the overall mark on the MS1, not simply shade the lozenges
- attach their candidate and centre number to each piece of work submitted.

**Packaging:**

**Most centres package their samples well. However centres have submitted coursework:**

- in individual plastic wallets, this is unnecessary
- or by using staples.

Centres are asked to submit coursework using a single hole punch and treasury tag, thank you.

**Conclusion**

**In its first session this specification has shown potential to be a valuable and useful course for the candidates who sit the syllabus.**

It is pleasing to see the entry level qualification has been well received by centres and a growing number have begun to appreciate the benefits that this type of course brings to candidates who would normally experience problems completing GCSE's.

The centres that maximised the benefits of the course were those who provided clear support materials to assist candidates accessing and achieving in all of the assessment objectives. Much of the work seen this year has been very good and centres are to be commended for their hard work in preparing candidates for this specification.

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