

OCR Report to Centres

June 2012

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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CONTENTS

Entry Level Certificate

Mathematics (R448)

OCR REPORT TO CENTRES

Content	Page
R448 Entry Level Mathematics	1

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, 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.

There were a significant proportion of centres whose paperwork was incomplete or incorrect 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. Centres must 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 number of candidates. Centres are reminded that candidates should attempt two versions of the Tests and the better result for each component, of either version, should be submitted. Centres are also reminded that the candidates should attempt each version of each test once only.

Centres must also consider how papers are presented to candidates – whether as 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. It is also important that centres ensure that when oral responses are given by a candidate that the teacher **signs** the candidate's work to confirm those answers, not merely tick or cross.

Marking

The marking seen by the moderators seemed to show a general adherence to the mark scheme, although there was a minority of centres where the mark scheme was too generously applied.

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. Centres should ensure that a rigorous internal moderation process is in place to eliminate marking mistakes, totalling errors, transfer of mark errors and recording errors.

As for all coursework tasks done in school, 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.

Comments on Individual Papers

Written 1 Version 3

Q2. When marking questions where candidates need to measure please check the length of the line on the photocopied paper and then add the tolerance.

Aural Version 3

Q1. Please ensure that any colouring is easy to see, particularly if uploading papers for R448/01 and that sorting reasons are linked to the items being sorted.

Written 2 Version 3

Q10. When reasons are asked for, if there is only one mark then only one reason is required.

Practical Version 3

Q6. A calculator is allowed.

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