

Please read the instructions printed at the end of this form. **One** of these sheets, suitably completed, should be attached to the assessed work of **each** candidate.

<b>Unit Title</b>	<b>Analysis at work</b>	<b>Unit Code</b>	<b>G621</b>	<b>Session</b>	<b>June</b>	<b>Year</b>	<b>2</b>	<b>0</b>		
<b>Centre Name</b>						<b>Centre Number</b>				
<b>Candidate Name</b>						<b>Candidate Number</b>				

**Evidence:** The candidate needs to produce a portfolio related to information on organisations that use science to analyse processes.

Criteria			Teacher Comment	Mark	Page No.
AO1(a).1: Candidate will give a brief description of the energy policy of a non-domestic consumer of electricity; <b>[0 1 2]</b>	AO1(a).2: candidate will give selected information obtained from a non-domestic consumer of energy to give a description about their energy policy; <b>[3 4]</b>	AO1(a).3: candidate will give selected, relevant information obtained from a non-domestic consumer of energy, to give a detailed description of their energy policy and evaluate ways in which they limit their energy consumption. <b>[5 6]</b>			
AO1(b).1: Candidate will state what is meant by energy efficiency and state how the candidate's non-domestic consumer of energy has considered energy efficiency by <ul style="list-style-type: none"> <li>• carrying out processes or activities more efficiently</li> <li>• eliminating wasteful processes or activities</li> <li>• other means;</li> </ul> <b>[0 1 2]</b>	AO1(b).2: candidate will state what is meant by energy efficiency and describe how energy efficiency has been considered by the candidate's chosen non-domestic consumer of energy by <ul style="list-style-type: none"> <li>• carrying out processes or activities more efficiently (include a definition of energy efficiency)</li> <li>• eliminating wasteful processes or activities</li> <li>• other means generally using accurate terminology and nomenclature;</li> </ul> <b>[3 4]</b>	AO1(b).3: candidate will state what is meant by energy efficiency and explain how energy efficiency has been considered by the candidate's chosen non-domestic consumer of energy and evaluate the reduction of energy consumption by <ul style="list-style-type: none"> <li>• carrying out processes or activities more efficiently (relate this to efficiency)</li> <li>• eliminating wasteful processes or activities</li> <li>• other means using accurate terminology and nomenclature.</li> </ul> <b>[5 6]</b>			
AO1(c).1: Candidate will state how their chosen organisation has considered the <ul style="list-style-type: none"> <li>• environmental impacts</li> <li>• cost savings</li> </ul> of reducing energy consumption, generally using correct, spelling, punctuation and grammar; <b>[0 1 2]</b>	AO1(c).2: candidate will describe how their chosen organisation has considered the <ul style="list-style-type: none"> <li>• environmental impacts</li> <li>• cost savings</li> </ul> of reducing energy consumption, generally using correct terminology, spelling, punctuation and grammar; <b>[3 4 5]</b>	AO1(c).3: candidate will describe in detail how their chosen organisation has considered the <ul style="list-style-type: none"> <li>• environmental impacts</li> <li>• cost savings</li> </ul> of reducing energy consumption and relate it to the energy policy of the organisation, using accurate terminology, correct spelling, punctuation and grammar. <b>[6 7]</b>			

Criteria			Teacher Comment	Mark	Page No.
AO2(a).1: Candidate will show the forms of energy transfer involved in the generation of electricity; candidate will describe briefly large-scale and small-scale electrical generation from one chosen fuel or energy sources; <b>[0 1]</b>	AO2(a).2: candidate will describe and compare large-scale and small-scale electrical generation from two chosen fuel or energy sources; candidate will demonstrate good research skills and evidence of selection of material; <b>[2 3]</b>	AO2(a).3: candidate will describe and compare the relative benefits and problems of large-scale and small-scale electrical generation from two chosen fuel or energy sources; candidate will demonstrate independent research skills and evidence of selection of relevant material. <b>[4 5]</b>			
AO2(b).1: Candidate will display information on energy values and fuel/energy costs to include <ul style="list-style-type: none"> <li>• one non-renewable</li> <li>• one renewable</li> </ul> fuel/energy source used in the generation of electricity; candidate will show a number of straightforward calculations using the candidate's data, generally obtaining the correct solutions; <b>[0 1]</b>	AO2(b).2: candidate will research and display information on energy values and fuel/energy costs to include <ul style="list-style-type: none"> <li>• one non-renewable</li> <li>• one renewable</li> </ul> fuel/energy source used in the generation of electricity; candidate will show a number of complex and straightforward calculations using the data researched, generally obtaining the correct solutions; <b>[2 3]</b>	AO2(b).3: candidate will research and display information on energy values and fuel/energy costs to include a range of <ul style="list-style-type: none"> <li>• non-renewable</li> <li>• renewable</li> </ul> fuel/energy sources used in the generation of electricity; candidate will show a number of complex and straightforward calculations using the data researched, obtaining the correct solutions to an appropriate degree of accuracy. <b>[4 5]</b>			
AO3(a).1: Candidate will produce a report of a qualitative analysis they have carried out, linked to a vocational context in which risk assessments have been used; relevant observations have been made and results suitably processed, with some interpretation; <b>[0 1 2 3]</b>	AO3(a).2: candidate will produce a detailed report of a qualitative analysis they have carried out, linked to a vocational context in which risk assessments have been completed; relevant observations have been made and results accurately processed and interpreted; the information is presented clearly and logically; <b>[4 5]</b>	AO3(a).3: candidate will produce a detailed report of a qualitative analysis they have carried out, linked to a vocational context in which risk assessments have been produced with evidence equipment has been used safely and to the appropriate degree of accuracy; relevant observations have been made and results accurately processed and interpreted; the information is presented clearly, logically and has been evaluated. <b>[6 7]</b>			
AO3(b).1: Candidate will produce a report of a quantitative analysis they have carried out, linked to a vocational context in which risk assessments have been used; relevant observations have been made and results suitably processed, with some interpretation; <b>[0 1 2 3]</b>	AO3(b).2: candidate will produce a detailed report of a quantitative analysis they have carried out, linked to a vocational context in which risk assessments have been completed; relevant observations have been made and results processed and interpreted accurately; the information is presented clearly and logically; <b>[4 5]</b>	AO3(b).3: candidate will produce a detailed report of a quantitative analysis they have carried out, linked to a vocational context in which risk assessments have been produced, with evidence that equipment has been used safely and to the appropriate degree of accuracy; relevant observations have been made and results processed and interpreted accurately; the information is presented clearly and logically and has been evaluated. <b>[6 7]</b>			

Criteria			Teacher Comment	Mark	Page No.
AO3(c).1: Candidate will produce a report of a <b>third</b> investigation they have carried out, linked to a vocational context in which risk assessments have been used; relevant observations or measurements have been made and results suitably processed, with some interpretation;  <b>[0 1 2 3]</b>	AO3(c).2: candidate will produce a detailed report of a <b>third</b> investigation they have carried out, linked to a vocational context in which risk assessments have been completed; relevant observations or measurements have been made and results accurately processed and interpreted; the candidate's information will be presented clearly and logically;  <b>[4 5]</b>	AO3(c).3: candidate will produce a detailed report of a <b>third</b> investigation they have carried out, linked to a vocational context in which risk assessments have been produced with evidence equipment has been used safely and to the appropriate degree of accuracy; relevant observations or measurements have been made with the appropriate precision and results accurately processed and interpreted; the candidate's information will be presented clearly, logically and has been evaluated.  <b>[6 7]</b>			
<b>Total/50</b>					
If this work is a re-sit, please tick	Session and Year of previous submission	Jan / June	<b>2</b>	<b>0</b>	Please tick to indicate this work has been standardised internally

Please note: This form may be updated on an annual basis. The current version of this form will be available on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).

#### Guidance on Completion of this Form

- 1 **One** sheet should be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Please enter *specific* page numbers where evidence can be found in the portfolio, and where possible, indicate to which part of the text in the mark band the evidence relates.
- 4 Circle the mark awarded for each strand of the marking criteria in the appropriate box and also enter the circled mark in the final column.
- 5 Add the marks for the strands together to give a total out of 50. Enter this total in the relevant box.

