

Cambridge Technicals

Science

Level 2 Science Certificate/Extended Certificate/Diploma – **05783, 05785,
05788**

OCR Report to Centres September 2014 – August 2015

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, Cambridge Nationals, Cambridge Technicals, 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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Resources

The following resources are available on the OCR website:

Unit Recording Sheets (mandatory requirement from September 2013)

- Candidate Authentication Statement
- Learner Progress Tracker
- Rules of Combination Calculator
- Resources Links
- Introduction Unit Presentations
- Skills Guide

Each of the mandatory units has:

- Delivery Guide
- Lessons Elements – a variety of activities that include learner tasks and teacher instructions

There is a model assignment for Unit 1: Science of the Earth. Centres have been using this as a template for designing their own assignments for the other units they are delivering.

Evidence

Evidence can come from a number of sources: observation, witness statements, personal or learner statement, simulation, questioning, performance evidence.

Centres should refer to OCR list of command verbs to interpret the requirements of each grading criteria. If an explanation is required then the learner must give one to achieve the grade; the moderator will focus on the definitions.

In a minority of cases centre assessors did not match the learner evidence to the grading descriptors when assessing. This meant that the OCR visiting moderator found that centre assessors had graded some evidence too leniently. Care should be taken to ensure that learning outcomes and assessment criteria are met when assessing evidence.

If a centre uses a witness statement then they must ensure that all are personalised.

In most centres care has been taken when using information from the Internet. Learners must not download information and present it as their own and sources should be properly referenced.

Learners should take responsibility for the development of their own portfolios, with appropriate support.

Assessment Practice

In some cases centres did not correctly interpret what is required in order to achieve the grades for some units within the specification.

The unit content describes what must be taught to achieve the highest grade and anything that follows 'i.e.' details what should appear in that part of the learner's evidence.

Unit 1 (the mandatory unit) – Science of the earth: D1 and D3 require evaluations rather than descriptions and some centres have marked too leniently. More detail is required in M2 than some centres produced. Centres must refer to the teaching content, delivery guidance and command verbs.

The same trend, limited evaluations, was noticeable in other units.

To support assessment and moderation, learners' work should be annotated and page referenced.

Internal standardisation

Internal standardisation is a mandatory requirement for the delivery of the Level 2 Cambridge Technical in Science.

Internal standardisation must cover all centre assessors, all units and all grades across the assessors. The ability to interpret the unit specifications and evidence requirements is a key role of the internal standardisation process. This supports the identification of issues within evidence presented, as well as providing advice and guidance to the centre assessors.

Many centres have undertaken internal standardisation and records were kept showing units that have been internally standardised, by whom, from which learners and the outcomes achieved.

Good practice has also been demonstrated by providing written feedback to centre assessors following the internal standardisation process. All records should be made available to the OCR visiting moderators during their visits.

Internal standardisation in a number of centres needs to be more rigorous as OCR visiting moderators found that work had not met the required standard even though it had been internally standardised.

Records

Unit Recording Sheets are available on the qualification page of the OCR website. These will be a mandatory requirement from September 2013.

The majority of centres give feedback to the learners as part of the feedback on their actual work.

The majority of centres upload their grades onto Interchange two weeks prior to the visit; this is a requirement of the qualification. It is important that when entering grades onto Interchange it is the initials of the member of the centre staff who is delivering/assessing the unit to the learner that is required – not the member of staff who is in overall charge of the qualification.

Centres are reminded that Candidate Authentication Sheets are required. These are available on the qualification page of the OCR website.

Other findings

Centres are using a range of delivery models. Some centres have delivered one unit at a time; others have used a linear approach with a number of units being taught at the same time by a number of staff. Centres that annotated evidence and recorded assessment on record sheets, tended to produce evidence that was clear and at higher grades.

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