



Projects

Extended Project

OCR Level 3 H856

OCR Report to Centres for January 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.

OCR will not enter into any discussion or correspondence in connection with this report.

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CONTENTS

Projects

Level 3 Extended (H856)

OCR REPORT TO CENTRES

Content	Page
H856 01 and 02 Level 3 Extended Project	4

H856 01 and 02 Level 3 Extended Project

General Comments

This series submission for the level 3 Extended Project was generally of a very high standard, with a wide variety of topics and outcomes explored by the candidates. The majority of centres are experienced at delivery and have a good grasp of the premise behind the qualification, and it is always heartening to see repeat centres who have clearly taken on board moderator advice from previous years, and have adjusted their delivery accordingly. This inevitably resulted in better evidenced projects overall. The new project progression record is being used most effectively in many cases, and centres should take note that this version will be required for subsequent entries.

The best centres recognise how important the comments on the unit recording sheet can be in supporting the evidence submitted by the candidate. Centres where the mentor had personalised the comments to the student and had been detailed in their assessment of the development for the individual did far more to reassure the moderator of the marks awarded. A regurgitated version of the mark descriptor does little to help the candidate here.

AO1 Good evidence was provided for many for this AO. The best diaries are those which really help the moderator to understand the process as it happens, and are not written retrospectively, or provide some thought of planning at the beginning but are never adjusted. For the top band marks there should be evidence that the candidate has given thought to both short and long term planning. Most candidates had clearly given thought to the topic that they had chosen; in some cases the topic perhaps lent itself less well to providing the scope to explore it at level 3 depth, and this should be considered by some centres going forwards.

AO2 Some interesting research was completed by the candidates. The best had given thought to the selection and use of sources. Some of the candidates writing dissertations had carefully analysed their sources, allowing them to come to a considered conclusion. They had evidently been trained well by their centres in this respect. The best artefacts were produced by candidates that had clearly mapped out how their research had influenced their final outcome.

AO3 Again, centres have really grasped the necessity for students to develop their skills with this assessment objective – there were only one or two cases where the marking suggested that the outcome was being marked more in line with a piece of coursework. On the whole candidates chose ambitious projects that allowed them to stretch themselves at an appropriate level; again in one or two cases there was more of a question mark as to whether too much credit was given in some places to skills that might be considered a little basic at level 3.

AO4 Many candidates are clearly being well trained with respect to how to evaluate the overall process, and presentations for the most part had the correct balance of process and outcome. Many centres are now providing evidence of audience feedback and this is extremely good practice, and to be encouraged. Centres should also encourage candidates to reflect on their presentation performance following the feedback that they receive. If candidates did less well with this objective it was mainly due to the lack of reflection evident as an ongoing process and it should be remembered that this objective is not designed to be solely addressed at the end.

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