



# **ENTRY LEVEL CERTIFICATE**

## **Computer Science**

Entry Level Certificate **R354**

## **OCR Report to Centres June 2018**

## About this Examiner Report to Centres

This report on the 2018 Summer assessments aims to highlight:

- areas where students were more successful
- main areas where students may need additional support and some reflection
- points of advice 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.

The report also includes links and brief information on:

- A reminder of our **post-results services** including **reviews of results**
- Link to **grade boundaries**
- **Further support that you can expect from OCR**, such as our Active Results service and CPD programme

## Reviews of results

If any of your students' results are not as expected you may wish to consider one of our Reviews of results services. For full information about the options available visit the [OCR website](http://www.ocr.org.uk). If University places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications: <http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/service-2-priority-service-2-2a-2b/>

## Grade boundaries

Grade boundaries for this, and all other assessments, can be found on [Interchange](http://www.ocr.org.uk).

## Further support from OCR



Active Results offers a unique perspective on results data and greater opportunities to understand students' performance.

It allows you to:

- Review reports on the **performance of individual candidates**, cohorts of students and whole centres
- **Analyse results** at question and/or topic level
- **Compare your centre** with OCR national averages or similar OCR centres.
- Identify areas of the curriculum where students excel or struggle and help **pinpoint strengths and weaknesses** of students and teaching departments.

<http://www.ocr.org.uk/administration/support-and-tools/active-results/getting-started/>



Attend one of our popular CPD courses to hear exam feedback directly from a senior assessors or drop in to an online Q&A session.

<https://www.cpdhub.ocr.org.uk>

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# Entry Level Computer Science R354

## 1. General Comments:

This is the second year of the new Entry-level in Computer Science. There are still a number of centres submitting for the legacy specification that will need to move across for 2019 onwards. The majority of centres submitted the correct documentation, it is important that centres note that exam papers are required for moderation, these need to be marked by the centres and either posted to the moderator or uploaded to the repository. Centres need to be careful when adding the marks on the exam papers, as there were a number of clerical errors where these were done incorrectly. Where a centre allows candidates to amend their exam papers after marking, it is important that this is done in a different colour and the centre identifies this fact in their submission, as the marking is checked and if there is an incorrect answer, then a correct answer and no marks credited then the moderator does not know if this has been marked incorrectly, or the correct answer has been added after marking.

Centres need to make sure candidates are sitting the correct examinations. The specification gives the permitted combinations e.g. either CS1 and CS2, or CS3 and CS4. A candidate cannot sit papers CS1 and CS3 and have these added as their final marks.

## 2. Comments on Individual Questions:

Strand one: Exam papers.

The majority of centres marked these tests fairly and accurately. The mark schemes give the expected answers, but other correct answers can also be accepted. Candidates often struggled with the longer answer questions, but centres marked these fairly, awarding suitable marks. When marking flowcharts, it is important that marks are awarded for the contents within the boxes, i.e. the logic of the flowchart, and not labelling the type of box e.g. INPUT, PROCESS etc.

Stand two: Computational thinking, algorithms and programming.

Centres tackled a mixture of the required tasks, without one seeming most popular. Some centres tackled the tasks in small sections, allowing candidates to design, create and test each part of a program, before moving onto the next part. This allowed candidates to tackle all aspects of the systems life cycle, without been overwhelmed by the size of some of the programs, and when they found they could not continue with a program, they still had good evidence of designs and tests for those elements created so far.

Candidates need to show the development of their solutions, for example testing during the development process. Many candidates explained their code and what it meant, but this is not the development of the solution. Candidates may benefit from using a diary where they can show the code they have written each lesson, and the result of testing it.

There were many good examples of test plans, with candidates showing that their solutions were working. Where candidates struggled to show the testing, they may want to utilise screen capture software to record themselves testing and thus reducing the amount of text they need to produce.

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