OCR
Oxford Cambridge and RSA

ELC

Computing

Entry Level Certificate **R353**

OCR Report to Centres June 2017

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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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General Comments:

We would like to remind centres that the **final assessment opportunity** for this qualification (R353) will be **summer 2018**. A resit series will be available in **summer 2019**.

For this series there were a range of centres and candidates submitting work. Administration of a good standard overall, with almost all centres sending all required work including the marked exam papers. When using the repository we would like to remind centres that it is important to check that work is uploaded to the correct location for that candidate.

Most centres filled in the Internal Assessment Criteria (IAC) form suitably and explained the marks awarded. Some centres showed best practice by clearly identifying the level of support candidates received; where this is missing it can be challenging to justify the marks awarded.

Comments on Individual Strands:

Strand one: Hardware/Software/Logic Test
Most centres successfully submitted the test papers with their sample. Candidates were generally able to demonstrate a good level of understanding and gained a range of marks across the papers. Some candidates struggled where short answers were required. Marking of these tests by the centres was generally accurate.

Strand two: Programming
The Scratch 'Diamond Miner' task remained the most popular choice. A few centres chose text based programming options. Candidates do only need to tackle **one** programming task. There is **no requirement** to complete more than one task, and assessment should be based on their best attempt at any of the tasks.

Candidates used a range of techniques in the planning, from structured English statements, to flowcharts and pseudocode. All of these forms are acceptable, with the emphasis on demonstrating functional plans.

It is important that detail on the level of support given to candidates when creating the programs is included. Teachers can then refer to this support when justifying a marking band. Not including this record makes it harder for moderators to support the marks given by the teacher.

Some centres had detailed evidence of testing and evaluation that attempted to prove all elements of the tasks working. This level of evidence is beyond what is required for the highest marks at this level.

Strand Three: Trends in Computing
Candidates investigated a range of trends in Computing, from mobile phones and games consoles, to wearable technology and social media. Work was submitted in a variety of forms which included presentations using PowerPoint and Prezi, to videos of candidates delivering their findings.

Candidates should be encouraged to write their own findings, and avoid simply copying text from sources such as websites. Where information is copied, candidates **must reference** this work to show that it is not their own. We would recommend that candidates reference by copying the web address into the page/point where they use the source. This makes is easier to show where they used each source when marking. This then also helps moderators during the moderation process.

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