ELC

Design & Technology

Entry Level Certificate **R364**

Examiners' Report

June 2011

R364/R/11

Oxford Cambridge and RSA Examinations

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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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General Comments

This was the first year of running the new specification. The standard of work was very good from the majority of centres, with folios being clear and well presented with a good range of photographic evidence being shown. Where students had been encouraged to clearly label and organise their folios into separate assessment, moderation was made much easier.

Where centres had included cover sheets with annotation explaining how the marks had been awarded, this was very helpful to the moderators. Those centres who attended inset training were able to pass on good advice to their candidates. It is recommended that centres should take advantage of Inset training.

A number of centres are using this new qualification for special educational needs candidates, as well as to engage and motivate disaffected students. A new trend has developed where some centres are using R364 in year 9 to prepare candidates for GCSE Design and Technology qualifications.

The use of ICT is to be encouraged and there was evidence of its successful use. Candidates were able to:-

- Research information via the Internet.
- Use CAD packages to provide a range of images relating to the development of their designs.
- Provide digital images to assist in their product analysis.
- Access support materials provided by the centre e.g. writing frames and prompts which provided a focus point for students to work from.
- Provide photographic images to fully promote health and safety, excellent modelling and testing and quality finished products.

A good standard of practical work was observed in the majority of centres, particularly in the range of skills and techniques used in the making of products. It was disappointing that there were no entries for the two new subject areas of Electronics and Industrial Technology.

Moderation

Moderators appreciated the assistance given by centres in clearly marking folios with centre number, candidate's names, a clear description of the different objectives and the marks awarded. The recording of the breakdown of marks on the Coursework Cover Sheets was particularly helpful. Photographic evidence of the final product is a basic requirement of this process and supporting photographs showing the process of making the product provided moderators with further information. In most cases photographs were taken using a digital camera and the overall quality of these was very encouraging. Writing frames and prompts were helpful to candidates in forming appropriate responses. On occasions work was slightly over structured by centres, resulting in one-word answers. In entry level, additional teacher assistance is welcomed but marks may only be awarded for work undertaken and completed by the candidate. Many teachers provided good annotation on individual performance showing clearly how much and where assistance had been given.

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Design and Creativity (AO1)

In this objective candidates needed to recognise a design opportunity or need. This objective was generally well answered in accordance with the criteria in the specification. With a clear starting point, candidates were able to produce suitable ideas that satisfied their design need or brief. Candidates then successfully developed their design ideas and produced a quality final design solution. This information allowed candidates to provide clear evidence of contribution to a more detailed design specification; this being the criteria to achieve the higher marks. Where candidates had carried out a detailed product analysis this gave them all the information required to produce a quality product as they identified the key qualities of successful product design.

Making (AO2)

Candidates need to contribute to a plan of making. This objective was well answered in many cases with clear evidence supported by notes and drawings. Candidates need to select and use suitable materials, tools and equipment. Once again, the candidates who achieved the higher marks showed clear photographs of themselves using tools and equipment with annotation and sketches to explain the process. The majority of centres produced work of good to excellent quality; outcomes were mostly completed to a good standard. The use of modelling and testing provided the more able candidates to show developments and improvements. This is essential to move into the higher mark range. The objective requires candidates to recognise possible problems in the designing and making process and suggest solutions. This seemed to be an aspect of the designing process that was not covered during teaching. The best examples provided product information by way of annotated diagrams and using modelling and testing in real life situations.

Evaluation (AO3)

Candidates needed to use the product for its intended purpose to test its suitability and suggest some development of the product. This was a weak area by some centres with minimal evidence of testing the product and limited references made to materials, tools and equipment. Centres need to look at the assessment criteria on the coursework cover sheet and focus candidates to the specific requirement to achieve the higher marks. The better examples demonstrated testing of the product, some reference to the original specification and a review of the materials and time used. Photographs showing the product in use and the use of a third party in providing information for the candidate to develop in their evaluation were particularly helpful.

Administration

As this was the first year of running the new specification it was encouraging to note that the majority of folders were well organised and well presented with clear labelling and secure binding. Please note that the Coursework Coversheet form (CCS) is required. As one is required per candidate, it is helpful to have this affixed to the front of each candidate's folio. The Coursework Summary Form (CSF) is an optional form that allows centres to list all of the candidates on one form. Its use is recommended as it is a very useful document for moderation purposes.

Please note that entry for R364/01 requires the use of the OCR Repository. Entries for postal moderation should be made as R364/02. Details of the entry methods can be found in the specification booklet and on the OCR website.

Please also note that, for this new specification, the moderator will select the sample. As such, please wait until your centre receives notification of the sample request prior to sending the work. To enable the sample request to be generated, please ensure that the Mark Sheet (form MS1) is sent to OCR by 15 May.

Conclusion

It is clear that the new Entry Level Design and Technology qualification is providing accreditation for a number of candidates who would not have been able to successfully achieve at GCSE. It provides a valuable course for those with special needs, whilst it also motivates and engages disaffected students.

Candidates have been given the opportunity to succeed and reach their true potential and produce real quality outcomes and products that they can be proud of.

Centres are reminded that this specification can be taught over one or two years. If completed in one year, candidates could complete it in a second year using another material area.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)
Telephone: 01223 553998
Facsimile: 01223 552627
Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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