

NOTICE TO CENTRES

FAO: Head of Science

Date: May 2007

Subject: GCSE Teacher Support Booklet: Science A (J630)

SCIENCE A (J630) TWENTY FIRST CENTURY SCIENCE SUITE TEACHER SUPPORT

ERROR IN APPENDIX D: MARKING CRITERIA FOR CASE STUDIES: STRAND D

The number of marks for strand D on page 34 of the GCSE Science A booklet should read: 1 mark, 2 marks, 3 marks, 4 marks, and not 2 marks, 4 marks, 6 marks 8 marks.

D	1 mark	2 marks	3 marks	4 marks
Structure and organisation of the report	The report has little or no structure or coherence, or follows a pattern provided by worksheets.	The report has an appropriate sequence or structure.	Information is organised for effective communication of ideas, with contents listing, page numbering etc. as appropriate to aid location of key elements.	Considerable care has been taken to match presentation and format to present issues and conclusions clearly and effectively to a chosen audience.
Use of visual means of communication	There is little or no visual material (charts, graphs, pictures, etc) to support the text.	Visual material is merely decorative, rather than informative.	Visual material is used to convey information or illustrate concepts.	Pictures, diagrams, charts and or tables are used appropriately and effectively to convey information or illustrate concepts.
Spelling, punctuation and grammar	Spelling, punctuation and grammar are of generally poor quality, with little or no use of appropriate technical or scientific vocabulary.	Spelling, punctuation and grammar are of variable quality, with limited use of appropriate technical or scientific vocabulary.	Spelling, punctuation and grammar are generally sound, with adequate use of appropriate technical or scientific vocabulary.	The report is concise, with full and effective use of relevant scientific terminology. Spelling, punctuation and grammar are almost faultless.

NOTICE TO CENTRES *continued*

A replacement page is attached to this notice

Any enquiry about this notice should be referred to the OCR Customer Contact Centre, (01223 553998), OCR, 1 Hills Road, Cambridge, CB1 2EU.

Appendix D: Marking Criteria for Case Studies (A219)

A	1 mark	2 marks	3 marks	4 marks
Planning the use of sources of information	Very little information is given beyond that provided by the original stimulus material.	Information from a limited range of additional sources is included, although some may be irrelevant or inappropriate to the study.	Relevant information is selected from a variety of sources.	Sources of information are assessed for reliability as a basis for selection of relevant information from a wide variety of sources.
Acknowledgement of sources used		Sources are identified by incomplete or inadequate references.	References to sources are clear, but limited in detail.	References to these sources are clear and fully detailed.
Linking information to specific sources		Direct quotations are rarely indicated as such.	Direct quotations are generally acknowledged.	The sources of particular opinions are indicated at appropriate points in the text of the report.
B	2 marks	4 marks	6 marks	8 marks
Making use of science explanations	Only superficial mentions of science explanations, often not correctly applied to the case	Provides a basic outline of the main scientific ideas which are relevant to the case.	Provides a detailed review of the scientific knowledge needed to understand the issues studied.	Considers how different views described in the study can be supported by detailed scientific explanations.
Recognition and evaluation of scientific evidence	Sources are uncritically quoted without distinguishing between scientific evidence and unsupported claims.	Science content and data in sources is recognised.	Claims and opinions are linked to the scientific evidence they are based on.	The quality of scientific evidence in sources is evaluated in relation to the reliability of any claims made.

C	2 marks	4 marks	6 marks	8 marks
Comparing opposing evidence and views	Information is unselectively reported without taking any clear view about any course of action.	Claims for a particular idea, development or course of action are reported without critical comment.	Claims and arguments for and against are reported, but with little attempt to compare or evaluate them.	Details of opposing views are evaluated and critically compared.
Conclusions and recommendations	A conclusion is stated without reference to supporting evidence.	A conclusion is based on evidence for one view only.	Some limits or objections to the conclusion are acknowledged.	Alternative conclusions are considered, showing awareness that different interpretations of evidence may be possible.
D	1 mark	2 marks	3 marks	4 marks
Structure and organisation of the report	The report has little or no structure or coherence, or follows a pattern provided by worksheets.	The report has an appropriate sequence or structure.	Information is organised for effective communication of ideas, with contents listing, page numbering etc. as appropriate to aid location of key elements.	Considerable care has been taken to match presentation and format to present issues and conclusions clearly and effectively to a chosen audience.
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Spelling, punctuation and grammar	Spelling, punctuation and grammar are of generally poor quality, with little or no use of appropriate technical or scientific vocabulary.	Spelling, punctuation and grammar are of variable quality, with limited use of appropriate technical or scientific vocabulary.	Spelling, punctuation and grammar are generally sound, with adequate use of appropriate technical or scientific vocabulary.	The report is concise, with full and effective use of relevant scientific terminology. Spelling, punctuation and grammar are almost faultless.