OCR
RECOGNISING ACHIEVEMENT

GCE

Physics B (Advancing Physics)

OCR Advanced GCE H559 Unit G496(b) Research Briefing

Coursework Assessment Form

Examination session	June

Year	2	0		

Centre name	

Centre number					

Candidate name		Candidate number				

A copy of this sheet must be attached to each candidate's work as a record of the assessment. The full criteria on which the assessment should be based can be found in the Teacher Support: Coursework Guidance.

INSTRUCTIONS FOR COMPLETION OF THESE FORMS

1 Each of these forms should be completed for each candidate for each of parts (a) and (b) of this unit.

2 Please ensure that the appropriate boxes at the top of the forms are completed.

3 Enter the mark awarded for each coursework task in the appropriate box.

4 Add the marks for all the coursework tasks together to give a total out of 10.

5 Sign and date the forms.

	5	3	1
A Quality of the Research Briefing	**(i) Independence** There is a clear focus on a particular topic of interest, chosen independently, which is challenging and makes appropriate demands on the student. Sources were found and chosen independently. Personal responsibility was taken for decisions.	The topic has interest and potential some of which is developed, making some demands on the student. Some independent decisions have been made; some advice was acted upon.	Although a definite topic was chosen considerable guidance was needed at every stage. Advice about finding sources was frequently needed. The topic chosen makes few demands on the student.
	(ii) Use of sources The student has used an appropriate range and variety of sources, including seeking to cross-check information between different sources. There is a complete List of Sources consulted, annotated to make clear their origin. It is made clear how the various sources contribute to the Briefing, either in the briefing or in annotation of the List of Sources.	Several relevant sources of information were used, perhaps without cross-checking. The sources are identified in a List of Sources. There is some but not always complete information about where these sources were found, or how they contribute.	At least one source has been identified and may be used extensively. The briefing may simply report the content of one or two sources. If a range of sources is used, it is not clear what they were, where they were found, or how they contribute. Any List of Sources is inadequately documented.
	(iii) Quality of writing The briefing well-written in good English, and is clear and succinct (1000-2000 words). It has a clear and logical structure, identifying key points and their importance. It is well-presented, with appropriate and well-chosen supporting graphs, diagrams or tables. It is wholly in the student's own words, except for clearly identified short and relevant quotations, which are integrated into the argument.	The briefing is neatly produced and within the required limits of length. It has some flaws of logical structure or written English. The importance of key points may not be very clear. Quotations are identified and are relevant, but are just inserted, not discussed. Relevant graphs, tables or diagrams are used but are not always linked clearly to the arguments presented.	The briefing is too long or too short. The English may be poor. It lacks structure, and its logic is hard to follow, with key points omitted or hard to identify. The relevance of parts of it may be doubtful. Quotations from sources are not identified. Diagrams graphs or tables (if included) are irrelevant or not linked to the main argument.
			/5

B Use and Understanding of Physics	**(i) Scope of physics included** The chosen topic requires substantial knowledge of A-level physics to be understood, and involves ideas or applications new to the student that go beyond or lie outside A-level physics. The student has identified the key ideas, and no important aspects of the understanding required are ignored or missed.	The chosen topic requires some knowledge of A-level physics to be understood. Some ideas new to the student have been tackled, but not necessarily completely. The physics included might not all be of A-level standard.	Knowledge of physics is required for the topic to be understood, but the ideas are simple, needing little use of A-level physics. Many aspects of the understanding required are ignored or missed.
	(ii) Selection, summarising and explanation Essential ideas have been thoughtfully selected from the source material, avoiding inessential details. The ideas have been re-worked into a coherent summary of the topic. Key points of physics, especially terms that are outside A-level physics, are all clearly explained, at a level understandable to a good A-level student, re-working explanations and accounts found in sources for this purpose.	There has been some selection of essential from inessential ideas, but the focus on essentials is unclear or incomplete. An attempt to and re-work material into a summary has been made, but not always convincingly. Explanations of key points or terms are offered, but may not all be clear or coherent. They may be close to those found in sources.	The briefing is unselective, using material indiscriminately. The work is largely a collection of material, not significantly re-worked into a summary. Key points or terms are often left unexplained, or accounts of them are simply taken directly from sources.
	(iii) Understanding and critical thinking Under questioning, the student demonstrates a good understanding of the physics ideas included, without need for further prompting. Technical language is used fluently. The student can give a critical overview of the significance of the results, ideas, methods and evidence involved. The student can respond appropriately to issues that might not have been covered completely in the briefing.	Questions asked are mainly dealt with competently. Questioning shows that the physics ideas included are mostly understood although there may be some misunderstandings revealed, or some ideas not well explained. There is some but limited evidence of critical thinking about the significance of the work.	Questioning reveals that many of the physics ideas involved are not well understood. Questions have to be reworded, leading the student to an answer. Little technical language is used correctly. The student largely takes the significance of the work for granted.
			/5
	RATING TOTAL		**/10**
Assessor's Signature:		**Date:**	

Additional Comments