

ENTRY LEVEL

Moderators' report

GEOGRAPHY

R407

For first teaching in 2016

R407/01/02 Summer 2023 series

Contents

Introduction	3
General overview	4
Most common causes of candidates not passing	5
Fieldwork Notebook	5
Personal project.....	5
Additional comments.....	6

Introduction

Our moderators' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

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General overview

The number of centres submitting for the Entry Level Certificate has continued to increase and it is exciting to see the range of excellent geography that is being studied. The qualification allows candidates to demonstrate their geographical abilities where they would otherwise not be able to do so in GCSE Geography. It is therefore important that centres reflect this ability profile when applying the mark scheme to candidates' work.

The changes made to the qualification with respect to restrictions in place during Covid no longer apply and centers should not be using these adjustments going forward. You can find the requirements for marking the Personal Project and Fieldwork Notebook [here](https://www.ocr.org.uk/Images/372978-candidate-cover-sheet-interactive-.pdf) <https://www.ocr.org.uk/Images/372978-candidate-cover-sheet-interactive-.pdf>

The Entry Level qualification comprises three elements: the Dynamic World test which assesses the 'taught' element of the specification, the Personal Project and The Fieldwork Notebook. The Dynamic World test covers three teaching topics: Our World, Destructive World and Resourceful World. It assesses candidate responses through single mark questions and questions which require the candidates to write more considered/developed responses. These topics can be co-teachable with GCSE Geography giving greater curricula flexibility, particularly for centres with smaller cohorts.

Assessment for learning



The moderators' report from 2022 contains example answers which are useful for centres to see how marks are allocated and the need for moderation.

The 2022 report also notes the addition of the original markers comment of 'dev' (development), this is helpful to the external OCR moderator in understanding how the original marker has arrived at the mark given.

You can find the moderators' report here on [Teach Cambridge](#).

The Fieldwork Notebook provides opportunities for candidates at this level to develop their enquiry skills. The crediting of marks in Assessment Objectives 2 and 3 of the mark scheme includes data collection, presentation and 'analysis'. Examiners are asked to make comments on the data presentation (AO3) and 'fieldwork being drawn together with a summary statement' (AO2). This suggests that fieldwork should be included in the Fieldwork Notebook, whether using primary or secondary fieldwork sources.

Candidates who did well generally:	Candidates who did less well generally:
<ul style="list-style-type: none"> completed all sections demonstrated individual work clearly used scaffolding to direct their work. 	<ul style="list-style-type: none"> had missing components did not show evidence of research relied heavily on teacher-led work.

Most common causes of candidates not passing

The biggest cause of candidates not passing Entry Level Certificate is due to incomplete submission of portfolios. There are a number of candidates who have only submitted one or two tasks of the three-task qualification, and this inevitably means that the mark is lower than would otherwise be. The qualification is such that there are very flexible conditions for each element to be completed, e.g. the Dynamic World test which can be sat twice and there is flexibility around the Personal Project and Fieldwork Notebook, therefore it should be possible for candidates to complete all three tasks within their own centre contexts.

Fieldwork Notebook

As noted previously, there is still the opportunity for overlap with the new GCSE specifications field study. It would be good to see all Entry Level centres embracing this chance to develop the field study side of geography further.

There are many opportunities within the grounds of a centre; litter surveys relating littering to pedestrian movements and footfall, environmental scoring of the exterior state of buildings, etc. within the centre site, microclimate studies, locating new outdoor seating areas all spring to mind in addition to traditional field study beyond the immediate centre location, as and when centres are able to develop the wider aspects of such work again.

Examples of excellent work this year have included fieldwork conducted in centres looking at where staff and candidates travel from and, in effect, discovering the sphere of influence of the centre. Outside of the centre grounds, some centres have looked at land use and footfall in local shopping centres.

Personal project

The Personal Project continues to produce a variety of areas of enquiry. More centres appear to have used the 'Exemplar Tasks' available on the website but it is not necessary to focus on these. This may be due to the increase in new centres seeking a straightforward first venture into this work and the ease of having a suggestion to start with. It is excellent to see centres have developed local interests, such as where the centre gets food or energy from and in the more successful studies develop these ideas further to look at potential sustainability. Some of the best examples of personal projects are where candidates are able to show their individuality and are not limited to a very narrow area of focus. These tended to be presented in the form of a PowerPoint presentation that follow a range of stimuli questions created by the centre. This works well because it helps to guide the candidates through the process; the same can be said for the Fieldwork Notebook.

Many make excellent use of the internet to research their work and often make use of presentation skills through the development of PowerPoint presentations. Most centres print these off for submission to the moderation team. Please consider submitting these electronically in the interests of sustainability. This often has the benefit of showing the work in its true form, which is helpful to the moderation team.

Additional comments

Marking

Moderators really do need as much detail in these as possible, particularly the level of independence of the work, as some aspects of the marking are not directly 'visible' in the 'written work'.

It is important when marking candidate work to use the full mark range within each level and to remember that the candidates are 'Entry Level' and hence not at GCSE level.

One area of concern is where centre examiners are indicating that all or most of the assessment criteria in an Assessment Objective level have been met (often indicated by 'ticks' alongside the assessment descriptors and reinforced by comments) and yet a mark from the lower end of the mark band is given.

A very important point to raise is the need to indicate the level of teacher guidance and input in the candidates' completion of tasks for moderators to be able to have a complete picture of candidates' performance. For instance, the Fieldwork Notebook AO1 notes the following statements about teacher support and guidance:

Level 1 – research simple geographical facts **with teacher guidance**.

Level 2 - researches some geographical facts **with little teacher guidance**.

Level 3 - research geographical facts **independently**.

Administration

Finally, please note what the moderator needs to complete the moderation of a centre. It is essential that moderators have access to accurate and detailed paperwork, so that they do not have to chase centres for this at the start of the moderation process. Please do make sure the following is available as a minimum 'list':

- all candidates' work which includes the Test/Exam (full paper not just the front cover), Fieldwork Notebook, Personal Project, for every candidate in the sample
- the Candidate Cover Sheet (CCS431) for each candidate, correctly and completely filled in with candidate and centre name, candidate examination number (OCR's software shows candidate numbers NOT candidate names), the total mark for all three components (correctly added), the marking decisions for the Fieldwork Notebook and Personal Project on the appropriate parts of CCS431
- work sent in a manner allowing accurate moderation and ease of posting. This would typically be on A4 sheets and where there are several components for each candidate, each having the names and exam number included. If you wish to develop work as posters for display, etc., please remove the sheets of candidate work and post in this format. It would be perfectly acceptable to post work on a 'memory stick'/USB drive which would then be returned to the centre post moderation.

OCR support



If you need some support with delivering Entry Level Geography as well as marking and internal moderation, then our [Assessment guide](#) takes you through this. Examples of candidate work are used to show how they have been marked and moderated.

Supporting you

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