

ENTRY LEVEL CERTIFICATE
Specification

GEOGRAPHY

R407
For first assessment in 2017



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1 Why choose an OCR Entry Level Certificate in Geography?

1a. Why choose an OCR qualification?

Choose OCR and you've got the reassurance that you're working with one of the UK's leading exam boards. Our new Entry Level Certificate in Geography has been refreshed to fit with reformed GCSE (9–1) Geography qualifications to provide learners with a qualification that's relevant to them and meets their needs.

We're part of the Cambridge Assessment Group, Europe's largest assessment agency and a department of the University of Cambridge. Cambridge Assessment plays a leading role in developing and delivering assessments throughout the world, operating in over 150 countries.

We work with a range of education providers, including schools, colleges, workplaces and other institutions in both the public and private sectors. Over 13,000 centres choose our A Levels, GCSEs and vocational qualifications including Cambridge Nationals and Cambridge Technicals.

Our Specifications

We believe in developing specifications that help you bring the subject to life and inspire your students to achieve more.

We've created teacher-friendly specifications that are designed to be straightforward and accessible so that

you can tailor the delivery of the course to suit your needs. We aim to encourage students to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

Our Entry Level Certificate in Geography is made up of 100% internally assessed tasks. The flexibility allowed through this approach to assessment will allow you to take any issues into account in your planning that may affect your learners' performance.

We provide support services designed to help you at every stage, from preparation through to the delivery of our specifications. This includes:

- Exemplar Personal Project titles
- Exemplar Fieldwork Notebook titles
- Access to Subject Advisors to support you through the transition and throughout the lifetime of the specification.

All Entry Level Certificate qualifications offered by OCR are regulated by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR's Entry Level Certificate in Geography is 603/0097/8.

1b. Why choose an OCR Entry Level Certificate in Geography?

The Entry Level qualification in Geography aims to encourage learners to think like geographers through an enquiry approach to contemporary topics of study.

The enquiry questions allow learners to be engaged in the subject matter and understand how the content is relevant to them.

Aims and learning outcomes

OCR's Entry Level Certificate in Geography will encourage learners to:

- develop their knowledge of locations, places and environments and of different scales (know geographical material)
- gain understanding of the connections between people and environments, and change in places over time (think like a geographer)
- develop a range of skills including those used in fieldwork (study like a geographer)
- apply geographical knowledge and understanding to real world contexts, including fieldwork (applying geography).

1c. What are the key features of this specification?

The key features of OCR's Entry Level Certificate in Geography for you and your learners are:

- exciting content studied in topics and brought to life by engaging enquiry questions
- co-teachable topics with GCSE (9–1) Geography including tropical rainforests, UK geography and flooding
- a variety of assessment types with flexibility to suit individual learners
- opportunities to study contemporary case studies, across a range of scales
- geographical skills, including fieldwork.

1d. What is new in OCR Entry Level Certificate in 2016

This section is intended for teachers using OCR's Entry Level Certificate in Geography.

It highlights the differences between the current Entry Level Certificate in Geography (R406) and the new version for first teaching from September 2016:

| What stays the same? | What's changing? |
|---|---|
| <ul style="list-style-type: none"> All work is internally assessed and externally moderated You can choose to submit work electronically via the OCR repository If required, you can co-teach the course alongside GCSE (9–1) Geography A Personal Project gives learners an opportunity to study an area of the content of their choosing. | <ul style="list-style-type: none"> The content has been updated in line with the new GCSE (9–1) Geography specifications Case studies to make the content relevant to learners Fieldwork is now assessed through a Fieldwork Notebook There is opportunity to develop transferable skills beyond the specification through the Fieldwork Notebook and Personal Project tasks. |

1e. How do I find out more information?

If you are already using OCR specifications you can contact us at: www.ocr.org.uk

If you are not already a registered OCR centre then you can find out more information on the benefits of becoming one at: www.ocr.org.uk

If you are not yet an approved centre and would like to become one go to: www.ocr.org.uk

Want to find out more?

Ask our Subject Advisors:

Email: Geography@ocr.org.uk

Teacher support: <http://www.ocr.org.uk/qualifications/by-subject/geography/>

Customer Contact Centre: 01223 553998

Twitter: [@OCR_Geography](https://twitter.com/OCR_Geography)

2 The specification overview

2a. OCR's Entry Level Certificate in Geography (R407)

Learners must complete all three tasks which make up 100% of the assessment.

2

| Content Overview | Assessment Overview | |
|---|---|--|
| <ul style="list-style-type: none"> • Our World • Destructive World • Resourceful World | <p>Dynamic World 30 Marks 1 hour Internally-assessed/ externally-moderated</p> | <p>30% of total Entry Level Certificate</p> |
| <ul style="list-style-type: none"> • Practical experience of fieldwork | <p>Fieldwork Notebook 30 Marks Internally-assessed/ externally-moderated</p> | <p>30% of total Entry Level Certificate</p> |
| <ul style="list-style-type: none"> • A project based on any part of the specification | <p>Personal Project 40 Marks Internally-assessed/ externally-moderated</p> | <p>40% of total Entry Level Certificate</p> |

2b. Content of Dynamic World

Topic 1 – Our World

This topic encourages learners to engage with their ‘local’ place by understanding who lives there and how it has changed over time. Learners will have the opportunity to explore how the UK’s population has become more ethnically diverse and faces a potentially ageing population as life expectancy increases. For the case study of a UK city, learners can offer a unique perspective as they explore what life is like for teenagers in the city.

Some cities in the world have large populations and cover vast geographical areas but why is this? Learners can look at the characteristics of these megacities and due to their size the problems they have. The awe and wonder of studying a distant place could engage learners here through discovering more about their chosen megacity.

| How is the UK changing? | |
|--|--|
| a. Who lives in your place? | <ul style="list-style-type: none"> Locate where they live, at a range of scales. Describe the variety of people who live in their local place, such as age and ethnicity. |
| b. Who lives in the UK? | <ul style="list-style-type: none"> Know how their local place has changed over time such as jobs, housing and migration. Describe the population structure of the UK today. Understand how the population of the UK has changed over time since 2001. |
| c. Why are cities complex places? Case study of one UK city | <ul style="list-style-type: none"> Locate the city, at a range of scales. Describe what life is like for teenagers in the city, such as leisure, food and retail activities. Describe diversity within the city, such as jobs, life expectancy and housing. Understand the problems that the city faces, such as waste, housing and crime. Describe the potential solutions to one of the problems that the city faces. |
| How is the world changing? | |
| a. How has the world’s population changed? | <ul style="list-style-type: none"> Know what has happened to the world’s population since 1950. Understand why more people are now living in cities than in the countryside. |
| b. Why are some cities so big? | <ul style="list-style-type: none"> Know what a megacity is, including their main characteristics. Locate the world’s megacities. Describe the challenges and opportunities for people living in megacities. |
| c. Why are megacities a challenge for the future? Case study of one megacity | <ul style="list-style-type: none"> Locate the megacity, at a range of scales. Describe what life is like for teenagers in the city, such as leisure, food and retail activities. Describe diversity within the city, such as jobs, life expectancy and access to broadband. Understand the problems that the city faces, such as waste, housing and crime. Describe the potential solutions to one of the problems that the city faces. |

Topic 2 – Destructive World

The world we live in can present a number of hazards to people and places. In this topic learners will have the opportunity to explore both tectonic and flood hazards, focusing particularly on their causes and impacts. Many people across the world now live in hazardous environments and learners will study how places prepare for earthquakes or volcanic eruptions and floods. Not only do these hazards impact people and places but they also shape our land.

The case studies enable learners to investigate two places in a little more depth, where they can discover the causes and impacts of the hazard in a real life context, know how people responded to the hazard and how they might prepare for any future hazards.

How do plate tectonics shape our world?

| | |
|--|---|
| a. Why are some places more dangerous than others? | <ul style="list-style-type: none"> Understand the structure of the Earth. Know that the Earth's crust is broken up into tectonic plates and that these plates move. Know the location of earthquake and volcanic zones. |
| b. How can tectonic movement be hazardous? | <ul style="list-style-type: none"> Know the hazards associated with earthquakes and volcanoes such as ground shaking and lava flows. Understand how earthquakes and volcanoes can have different impacts on people in contrasting parts of the world. |
| c. Why do people live in hazardous places? Case study of one earthquake or volcanic eruption | <ul style="list-style-type: none"> Locate the earthquake or volcanic eruption. Understand why the earthquake or volcanic eruption occurred. Describe the impacts of the earthquake or volcanic eruption on people and the place. Know the different responses to the earthquake or volcanic eruption. Understand simple ways the place prepares for earthquakes or volcanic eruptions. |

How can flooding be hazardous?

| | |
|---|--|
| a. What natural and human factors can cause flooding? | <ul style="list-style-type: none"> Understand the range of natural causes of flooding such as heavy rainfall and steep slopes. Understand how human activities increase the risk of flooding, such as the built environment and deforestation. |
| b. What are the impacts of flooding? | <ul style="list-style-type: none"> Describe the impacts of flooding such as damage to homes and loss of livestock. Understand how flooding can have different impacts on people in contrasting parts of the world. |
| c. How hazardous can flooding be? Case study of one flood event | <ul style="list-style-type: none"> Locate the flood event. Understand why the flood event occurred. Describe the impacts of the flood event on people and the place. Know the different responses to the flood event. Understand simple ways the place prepares for flooding. |

Topic 3 – Resourceful World

Tropical rainforests are vital to our planet and to the people that live within them. Learners have the opportunity to investigate why tropical rainforests are so important, how they are being used and think about why we should be looking to interact with them more carefully in the future. This topic encourages learners to think about and explore where our food comes from and how more food can be produced, especially as the world's population continues to grow.

It is not only food that is important but our energy supplies as well. People want to be increasingly more connected in their day to day life through their electrical devices, which means electricity needs to be readily available. Learners can explore why life is uncertain for some farmers in distant places and how fair trade has provided benefits and a sustainable future for those involved.

| Why should tropical rainforests matter to us? | |
|---|---|
| a. Why are tropical rainforests so rich with life? | <ul style="list-style-type: none"> Describe two types of plants and two types of animals that can be found in tropical rainforests. Describe how plants and animals have adapted to the hot and wet conditions such as through their waxy leaves and colour. |
| b. Why are the tropical rainforests important? | <ul style="list-style-type: none"> Know why tropical rainforests are important to the planet, such as 'lungs of the planet', as well as being home to a large number of valuable plants and animals. Understand the different ways tropical rainforests are used to produce resources such as farming and mining. This can be looked at, at a local scale e.g. slash and burn farming and/or national scale e.g. natural resources (mining). |
| c. How is the tropical rainforest useful to us? Case study of one tropical rainforest | <ul style="list-style-type: none"> Locate the tropical rainforest in its country and continent. Understand why the tropical rainforest is important to people such as a place to live and sources of medicine. Know the reasons for deforestation in the tropical rainforest such as farming, population movement, natural resources e.g. wood. Know the impacts of deforestation such as loss of plants and animals, food sources and people leaving their homes. Understand how the tropical rainforest is being used sustainably such as ecotourism and community programmes. |

Will we run out of natural resources?

| | |
|---|---|
| <p>a. Where does our food come from?</p> | <ul style="list-style-type: none"> • Describe the variety of places where food consumed in the UK comes from, at a range of scales. • Understand how more food can be produced to feed a growing population, such as the importance of technology. |
| <p>b. What type of energy is best for the future?</p> | <ul style="list-style-type: none"> • Know the types of energy sources used to produce electricity in the UK such as renewable and non-renewable energy sources. • Understand which types of energy sources are more environmentally sustainable for the UK's future energy supply. |
| <p>c. Does fair trade make a difference?</p> <p>Case study of one fair trade product</p> | <ul style="list-style-type: none"> • Describe what fair trade is. • Know where one fair trade product is produced, who produces it and its journey to consumers. • Know the challenges faced by producers such as difficulty growing crops and unfair prices for products. • Know the benefits of fair trade to farmers' and workers' lives, such as improvements in farming, protecting the environment and education for children. • Understand how fair trade can build a sustainable future for producers, such as improving producers lives and securing an income for farmers. |

2b. Content of Fieldwork Notebook

In completing fieldwork, learners practise a range of skills, gain new geographical insights and begin to understand the world around them. Fieldwork adds 'geographical value' enabling learners to 'anchor' their studies within a real world context.

The Fieldwork Notebook can be based on exemplar titles provided by OCR or can be centre developed.

Learners will need to complete fieldwork, but this does not have to be beyond the school environment.

Fieldwork can be completed on any area of the specification but fieldwork must have a clear geographical location that is appropriate to enable learners to create a Fieldwork Notebook based on their own experiences. The Fieldwork Notebook includes key aspects of data collection and presentation and can be presented in a variety of written formats to suit individual learners for example, a notebook, poster or PowerPoint presentation.

2b. Content of Personal Project

Learners will complete one Personal Project which can be based on any area of the specification. The project can be based on exemplar titles provided by OCR or can be centre/learner developed. The project can be presented in any appropriate manner, for example as a poster, PowerPoint presentation or a written project to best suit individual learners

needs. Learners will be awarded for their ability to research geographical facts from various sources and use a range of presentation methods to help them answer their project title. Learners will also be credited for accurate use of geographical vocabulary and logical structure to their project.

2c. Prior knowledge, learning and progression

- No prior learning of the subject is required.
- Progression – this Entry Level Certificate is a general qualification designed to enable learners to progress either directly to employment or to foundation level courses.

The progress of some learners during the course might be sufficient to allow their transfer to a Geography GCSE (9–1) course.

There are a number of Geography qualifications at OCR. Find out more at www.ocr.org.uk/Geography

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3 Assessment of Entry Level Certificate in Geography

3a. Forms of assessment

OCR's Entry Level Certificate in Geography consists of three tasks that are assessed by the centre and externally-moderated by OCR.

| Task 1 | |
|--|--|
| Dynamic World 30 marks Internally-assessed/ externally-moderated 30% of total marks | <p>There are three topics within this specification.</p> <ul style="list-style-type: none">• Topic 1 Our World• Topic 2 Destructive World• Topic 3 Resourceful World <p>All three topics will be assessed in the test. The test will be taken once and not returned to the learner. The test will be internally assessed using OCR's mark scheme with 10 marks being allocated per topic. Two versions of the test will be made available on OCR Interchange from September 2016 and will last for the lifetime of the specification. Learners must complete either one. It is suggested that the test is completed in one hour. However, teachers may use their discretion as to the timing of this task, depending on the needs of individual learners.</p> |
| Task 2 | |
| Fieldwork Notebook 30 marks Internally-assessed/ externally-moderated 30% of total marks | <p>In completing fieldwork, learners practise a range of skills, gain new geographical insights and begin to understand the world around them. Fieldwork adds 'geographical value' enabling learners to 'anchor' their studies within a real world context.</p> <p>The Fieldwork Notebook can be based on exemplar titles provided by OCR or can be centre developed.</p> <p>Learners will need to complete fieldwork, but this does not have to be beyond the school environment. Fieldwork can be completed on any area of the specification but fieldwork must have a clear geographical location that is appropriate to enable learners to create a Fieldwork Notebook based on their own experiences. The Fieldwork Notebook includes key aspects of data collection and presentation and can be presented in a variety of written formats to suit individual learners for example, a notebook, poster or PowerPoint presentation. There are 30 marks available and the notebook will be internally assessed using OCR's marking criteria grid. The grid should be applied holistically to the completed notebook and the work will then be moderated by OCR.</p> |

Task 3

Personal Project
40 marks
Internally-assessed/
externally-moderated
40% of total marks

Learners will complete one Personal Project which can be based on any area of the specification. The project can be based on exemplar titles provided by OCR or can be centre/learner developed. The project can be presented in any appropriate manner, for example as a poster, PowerPoint presentation or a written project to best suit individual learners needs. Learners will be awarded for their ability to research geographical facts from various sources and use a range of presentation methods to help them answer their project title. Learners will also be credited for accurate use of geographical vocabulary and logical structure to their project. There are 40 marks available and the project will be internally assessed using OCR's marking criteria grid. The grid should be applied holistically to the completed project and the work will then be moderated by OCR.

3

3b. Assessment objectives (AO)

There are three Assessment Objectives in the OCR Entry Level Certificate in Geography. These are detailed in the table below.

Learners are expected to demonstrate their ability to:

| | Assessment Objective |
|-----|---|
| AO1 | Demonstrate knowledge and geographical understanding of locations, places, environments and different scales. |
| AO2 | Apply knowledge and understanding in a geographical context. |
| AO3 | Use a variety of skills and techniques to investigate a geographical issue. |

AO weightings in OCR Entry Level Certificate Geography

The relationship between the Assessment Objectives and the components are shown in the table below:

| Assessments | % of overall Entry Level Certificate in Geography (R407) | | | Total % |
|--------------------|--|-----------|-----------|-------------|
| | AO1 | AO2 | AO3 | |
| Dynamic World | 21 | 3 | 6 | 30% |
| Fieldwork Notebook | 10 | 5 | 15 | 30% |
| Personal Project | 10 | 5 | 25 | 40% |
| Total | 41 | 13 | 46 | 100% |

3c. Assessment availability

There will be one examination series available each year in May/June to **all** learners.

This specification will be certificated from the June 2017 examination series onwards.

3d. Retaking the qualification

Learners can retake the qualification as many times as they wish.

3e. Internal assessment tasks

All internal assessment tasks are set by OCR or by the Centre.

| Assessment | Set by Centre | Set by OCR |
|------------|---------------|------------|
| Task 1 | | ✓ |
| Task 2 | ✓ | |
| Task 3 | ✓ | ✓ |

The exemplar internal tasks can be found on the OCR Interchange website: <https://interchange.ocr.org.uk>

3f. Non-exam assessment – marking criteria

Work submitted for the Entry Level components should reflect the standard expected for a learner after a full Entry Level course of study.

All components for OCR's Entry Level in Geography are internally assessed and externally moderated.

Learners' work should be marked by the centre assessor to the marking criteria in the relevant table, using a 'best-fit' approach.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria.

Teachers should use their professional judgement in selecting level descriptors that best describe the work of the learner to place them in the appropriate band for each assessment objective strand.

To select the most appropriate mark in the level descriptor, teachers should use the following guidance:

- where the learner's work convincingly meets the statement, the highest mark should be awarded
- where the learner's work adequately meets the statement, the most appropriate mark in the middle of the range should be awarded
- where the learner's work just meets the statement, the lowest mark should be awarded.

Teachers should use the full range of marks available to them and award full marks in any level for work which fully meets that descriptor.

There should be clear evidence that work has been attempted and some work produced. If a learner submits no work for a task then the learner should be indicated as being absent from that task. If a learner completes any work at all for the task then the work should be assessed according to the marking criteria and the appropriate mark awarded, which may be zero.

Fieldwork Notebook internal assessment marking grid

| AO | Level 1: | Level 2: | Level 3: |
|--------------|---|--|--|
| AO1 | <ul style="list-style-type: none"> • Researches some simple geographical facts with teacher guidance • Demonstrates limited knowledge about the geographical area where fieldwork took place • Demonstrates limited understanding of the topic area fieldwork is related to • Demonstrates a limited understanding of how to risk assess the fieldwork location | <ul style="list-style-type: none"> • Researches some geographical facts with little teacher guidance • Demonstrates basic knowledge of the geographical area where fieldwork took place • Demonstrates basic understanding of the topic area fieldwork is related to • Demonstrates a basic understanding of how to risk assess the fieldwork location | <ul style="list-style-type: none"> • Researches geographical facts independently • Demonstrates knowledge of the geographical area where fieldwork took place • Demonstrates geographical understanding of the topic area fieldwork is related to • Demonstrates an understanding of how to risk assess the fieldwork location |
| Marks | 1–3 | 4–6 | 7–10 |
| AO2 | <ul style="list-style-type: none"> • Limited identification of problems associated with data collection • Limited evidence of links between the data collected and a topic area within geography • Limited evidence of fieldwork being drawn together with a summary statement | <ul style="list-style-type: none"> • Basic identification of problems associated with data collection • Basic evidence of links between the data collected and a topic area within geography • Basic evidence of fieldwork being drawn together with a summary statement | <ul style="list-style-type: none"> • Identifies problems associated with data collection • Evidence of links between the data collected and a topic area within geography • Evidence of fieldwork being drawn together with a summary statement |
| Marks | 1 | 2–3 | 4–5 |

| | | | |
|--------------|--|---|---|
| AO3 | <p><u>Data collection</u></p> <ul style="list-style-type: none"> Limited description of fieldwork planning Collects and records data from limited sources with lots of teacher guidance Limited description of how data is collected, including the use of fieldwork equipment and working with peer group <p><u>Data presentation</u></p> <ul style="list-style-type: none"> Uses limited data presentation techniques Data presentation techniques show little accuracy in their execution Attempts to make limited comments on data presentation techniques Lots of teacher guidance | <p><u>Data collection</u></p> <ul style="list-style-type: none"> Basic description of fieldwork planning Collects and records data from sources with moderate teacher guidance Basic description of how data is collected, including the use of fieldwork equipment and working with peer group <p><u>Data presentation</u></p> <ul style="list-style-type: none"> Uses some data presentation techniques Data presentation techniques are partially accurate in their execution Attempts to make basic comments on data presentation techniques Some teacher guidance | <p><u>Data collection</u></p> <ul style="list-style-type: none"> Description of fieldwork planning Collects and records data from sources with limited teacher guidance Description of how data is collected, including the use of fieldwork equipment and working with peer group <p><u>Data presentation</u></p> <ul style="list-style-type: none"> Uses a range of data presentation techniques Data presentation techniques are accurate in their execution Attempts to make comments on data presentation techniques Minimal teacher guidance/independent |
| Marks | 1–5 | 6–10 | 11–15 |

Personal Project internal assessment marking grid

| Assessment Objective | Level 1: | Level 2: | Level 3: | Total |
|------------------------------------|--|--|---|-----------|
| AO1 Knowledge and understanding | <ul style="list-style-type: none"> • Researches limited geographical facts with teacher guidance • Demonstrates limited knowledge and understanding about places and environments • Uses limited geographical vocabulary, which is often inaccurate | <ul style="list-style-type: none"> • Researches basic geographical facts with little teacher guidance • Demonstrates basic knowledge and understanding of places and environments • Uses basic geographical vocabulary, with some accuracy | <ul style="list-style-type: none"> • Researches geographical facts independently • Demonstrates knowledge and understanding of places and environments • Uses geographical vocabulary, which is mostly accurate | |
| Marks | 1–3 | 4–6 | 7–10 | 10 |
| AO2 Application | <ul style="list-style-type: none"> • Information is drawn together in an attempt to answer the project title | <ul style="list-style-type: none"> • Information is drawn together to answer the project title | <ul style="list-style-type: none"> • Information is drawn together to clearly answer the project title | |
| Marks | 1 | 2–3 | 4–5 | 5 |
| AO3 Skills | <ul style="list-style-type: none"> • Collects and uses information from limited sources • Uses limited data presentation methods • Presents information in a limited way • Project work has a limited structure • Limited attempt to write in their own words • Lots of teacher guidance | <ul style="list-style-type: none"> • Collects and uses information from some sources • Uses some data presentation methods • Presents information in a basic way • Project work follows a basic structure • Some attempt to write in their own words • Some teacher guidance | <ul style="list-style-type: none"> • Collects and uses information from various sources • Uses a range of presentation methods • Presents information in a relevant way • Project work follows a logical structure • Frequently writes in their own words • Minimal teacher guidance/ independent | |
| Marks | 1–8 | 9–16 | 17–25 | 25 |

0 marks = no response or no response worthy of credit.

3g. Calculating qualification results

A learner's overall qualification grade for the OCR Entry Level Certificate in Geography will be calculated by adding together their marks from the three tasks taken to give their total weighted mark.

This mark will then be compared to the qualification level grade boundaries for the relevant exam series to determine the learner's overall qualification grade.

4 Admin: what you need to know

The information in this section is designed to give an overview of the processes involved in administering this qualification so that you can speak to your exams officer. All of the following processes require you to submit something to OCR by a specific deadline.

More information about the processes and deadlines involved at each stage of the assessment cycle can be found in the Administration area of the OCR website.

OCR's *Admin overview* is available on the OCR website at <http://www.ocr.org.uk/administration>.

4a. Pre-assessment

Estimated entries

Estimated entries are your best projection of the number of learners who will be entered for a qualification in a particular series. Estimated

entries should be submitted to OCR by the specified deadline. They are free and do not commit your centre in any way.

Final entries

Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules.

Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.

All learners taking this Entry Level Certificate in Geography must be entered for R407.

| Entry option | | Components | | |
|--------------|-----------|------------|---------------------|-----------------------|
| Entry code | Title | Code | Assessment type | Submission method |
| R407 | Geography | 01 | Non-exam assessment | OCR Repository |
| | | 02 | Non-exam assessment | OCR Postal Moderation |

4b. Access arrangements and special consideration

Adjustments to standard assessment arrangements are made on the basis of the individual needs of learners.

It is important, therefore, that centres identify as early as possible whether candidates have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and select an appropriate qualification or adjustment that will allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is shared between your centre and OCR; for further information please read the Joint Council of Qualifications' (JCQ) booklet *Access Arrangements and Reasonable Adjustments*. <http://www.jcq.org.uk/>

[exams-office/access-arrangements-and-special-consideration](#) There are sections providing eligibility criteria and details relating to the delivery of each access arrangement. Please pay particular attention to pages 96–97 in relation to Entry Level Certificate.

Subject to any specified qualification restrictions, if a centre has approval from Access Arrangements Online for access arrangements for a GCSE or GCE candidate, this approval extends to Entry Level Certificate qualifications.

The access arrangements permissible for use in the Entry Level Certificate qualifications are as follows:

Access Arrangements for Entry Level Certificate in Geography.

The arrangements listed on the right may be granted by the centre and do not need to be recorded.

Evidence of need is not required to be held on file.

- Amplification equipment, taped questions and responses
- Bilingual dictionary
- Braille
- Braille of non-secure assessment material
- Closed Circuit Television (CCTV)
- Colour naming by the invigilator for candidates who are colour blind
- Coloured overlays
- Low vision aid/magnifier
- Prompter
- Read Aloud
- Separate invigilation (within the centre)
- Supervised rest breaks
- Transcript
- Word Processor (with spell check and grammar check disabled).

Where permitted by the specification, the arrangements listed to the right may be granted by the centre without prior approval from OCR, but a Form 11 (JCQ/EL/NF) must be completed and kept on the centre's files.

Form 11 is available from www.jcq.org.uk.

- Computer Reader
- Extra time in timed components
- Practical Assistant
- Reader
- Scribe/Speech Recognition Technology
- Sign Language Interpreter for front page instructions only

The Form 11 (JCQ/EL/NF) must list the names and numbers of candidates who were granted any of these arrangements.

The access arrangements may be appropriate for candidates with disabilities, special educational needs or temporary injuries impacting on their ability to access the assessment, but this is not an exhaustive list. Reasonable adjustments which may be appropriate for candidates with disabilities have not been listed; applications should be made on an individual basis to OCR. Applications received will be considered in the context of the standards which must be met in each unit and the evidence of need. Applications should be made to the Special

Requirements Team at OCR (ocrspecialrequirementsteam@ocr.org.uk). The JCQ document *A Guide to the Special Consideration Process* document should also be referred to regarding post-assessment special consideration in cases of temporary illness, indisposition or injury, at the time of the examination/assessment. For Entry Level Certificate applications for special consideration should be submitted using Special Consideration Online, accessed via OCR Interchange.

4c. Admin of non-exam assessment

Regulations governing arrangements for internal assessments are contained in the JCQ *Instructions for conducting non-examination assessments*.

- OCR expects teachers to supervise and guide learners who are undertaking work that is internally assessed.
- The degree of teacher guidance will vary according to the kind of work being undertaken. It should be remembered, however, that learners are required to reach their own judgements and conclusions.
- When supervising internally assessed tasks, teachers are expected to: offer learners advice

about how best to approach such tasks exercise supervision of the work in order to monitor progress and to prevent plagiarism, ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified mark descriptions and procedures.

- Work should, wherever possible, be carried out under supervision. However, it is accepted that some tasks may require learners to undertake work outside the centre. Where this is the case, the centre must ensure that sufficient supervised work takes place to allow the teachers concerned to authenticate each learner's work with confidence.

Authentication of learner's work

Centres must declare that the work submitted for assessment is the learner's own by completing a centre authentication form (CCS160). This information must be retained at the centre and be available on request to either OCR or the JCQ centre inspection service.

It must be kept until the deadline has passed for centres to submit an Enquiry About Results (EAR). Once this deadline has passed and centres have not requested an EAR, this evidence can be destroyed.

Internal standardisation

Centres must carry out internal standardisation to ensure that marks awarded by different teachers are

accurate and consistent across all learners entered for the component from that centre.

Head of Centre Annual Declaration

The Head of Centre is required to provide a declaration to the JCQ as part of the annual NCN update, conducted in the autumn term, to confirm that the centre is meeting all of the requirements detailed in the specification.

Any failure by a centre to provide the Head of Centre Annual Declaration will result in your centre status being suspended and could lead to the withdrawal of our approval for you to operate as a centre.

Private Candidates

Private candidates may enter for OCR assessments.

Further guidance for private candidates may be found on the OCR website: <http://www.ocr.org.uk>

A private candidate is someone who pursues a course of study independently but takes an examination or assessment at an approved examination centre. A private candidate may be a part-time student, someone taking a distance learning course, or someone being tutored privately. They must be based in the UK.

The Entry Level Certificate in Geography requires learners to complete three tasks (Dynamic World, Fieldwork Notebook and Personal Project). The Fieldwork Notebook includes practical experience of fieldwork. The practical experience of fieldwork is an essential part of the course and will allow learners to develop skills for further study or employment.

Private candidates need to contact OCR approved centres to establish whether they are prepared to host them as a private candidate. The centre may charge for this facility and OCR recommends that the arrangement is made early in the course.

Private candidates need to make contact with a centre where they will be allowed to carry out the required practical activities. The centre may charge for this facility and OCR recommends that the arrangement is made early in the course.

Moderation

The purpose of moderation is to bring the marking of internally-assessed components in all participating centres to an agreed standard. This is achieved by checking a sample of each centre's marking of learner's work.

Following internal standardisation, centres submit marks to OCR and the moderator. If there are 10 or fewer, all the work should be submitted for moderation at the same time as marks are submitted.

Once marks have been submitted to OCR and your moderator, centres will receive a moderation sample request. Samples will include work from across the range of attainment of the learners' work.

There are two ways to submit a sample:

Moderation via the OCR Repository – Where you upload electronic copies of the work included in the sample to the OCR Repository and your moderator accesses the work from there.

Postal moderation – Where you post the sample of work to the moderator.

The method that will be used to submit the moderation sample must be specified when making entries. The relevant entry codes are given in Section 4a above.

All learners' work must be submitted using the same entry option. It is not possible for centres to offer both options within the same series.

Each learner's work should have a cover sheet attached to it with a summary of the marks awarded for the tasks. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each learner's folder. For more information on the evidence required for moderation, see section 5d Files.

Centres will receive the outcome of moderation when the provisional results are issued. This will include:

Moderation Adjustments Report – Listing any scaling that has been applied to internally assessed components.

Moderator Report to Centres – A brief report by the moderator on the internal assessment of learners' work.

Use of Calculators

Learners are permitted to use a scientific or graphical calculator for Entry Level in Geography. Calculators are subject to the rules in the document *Instructions*

for Conducting Examinations published annually by JCQ (www.jcq.org.uk).

4d. Results and certificates

Grade Scale

Entry Level qualifications are graded on the scale: Entry 3, Entry 2 and Entry 1, where Entry 3 is the highest grade available. Learners who fail to reach the minimum standard of Entry 1 will be Unclassified (U). Only subjects in which grades Entry 3, Entry 2 and Entry 1 are attained will be recorded on certificates.

Results

Results are released to centres and learners for information and to allow any queries to be resolved before certificates are issued.

Centres will have access to the following results information for each learner:

- the grade for the qualification
- the total mark for the qualification.

The following supporting information will be available:

- grade boundaries for each entry option.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment.

A learner's final results will be recorded on an OCR certificate. The qualification title will be shown on the certificate as 'OCR Entry Level Certificate in Geography'.

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4e. Post-results services

A number of post-results services are available:

- **Enquiries about results** – If you are not happy with the outcome of a learner's results, centres may submit an enquiry about results.
- **Missing and incomplete results** – This service should be used if an individual subject result for a learner is missing, or the learner has been omitted entirely from the results supplied.

4f. Malpractice

It is the responsibility of the Head of Centre to report (in writing) all cases of suspected malpractice involving centre staff or candidates, to OCR compliance@ocr.org.uk.

When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice

promptly, and report the outcomes to compliance@ocr.org.uk.

Further information is contained in the JCQ publication: *General and Vocational Qualifications – Suspected Malpractice in Examinations and Assessments* which is available from www.jcq.org.uk

5 Appendices

5a. Awarding of grades

The grades awarded for the Entry Level Certificate in Geography will be at three levels: Entry 1, Entry 2 and Entry 3.

All mark schemes have been written to address the following targeted thresholds:

| Specification Grade | Entry 3 | Entry 2 | Entry 1 |
|---------------------|---------|---------|---------|
| Target | 80% | 60% | 40% |

5b. Overlap with other qualifications

There is some overlap of content with the OCR GCSE (9–1) in Geography, although the assessment requirements are different.

There is a small degree of overlap between the content of this specification and those for other Entry Level Certificates in Geography.

5c. Key skills sections

This specification provides opportunities for the development of the Key Skills of *Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance and Problem Solving* at Levels 1. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally

dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Level 1 for each unit.

| Unit | C 1 | AoN 1 | IT 1 | WwO 1 | IoLP 1 | PS 1 |
|------|--------|----------|---------|----------|-----------|---------|
| R407 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

5d. Files

All centres entering learners for the OCR Entry Level Certificate in Geography must submit a sample of learners' files as evidence for moderation. Learners' files can be submitted electronically via the OCR Repository or submitted for postal moderation. See section 4a for the relevant entry codes.

All the Entry Level Geography tasks are internally assessed. They are marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR by 15 May on an annual basis, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of learners within the centre.

Once marks have been submitted to OCR and your moderator, centres will receive a moderation sample request.

The sample will consist of 10 learners from across the centre's attainment range. Where 10 learners or fewer are entered for the qualification, the centre will submit files for all learners. Files submitted for moderation should be clearly labelled and include the following details:

- Centre number
- Centre name
- Candidate number
- Candidate name
- Component code and title
- Task title.

Work submitted for moderation should be secured with treasury tags. Each learner's file should include a cover sheet with a details of the marks awarded for each task in accordance with the marking criteria. If the work is to be submitted electronically, this cover sheet should also be submitted electronically within each learner's file.

Each learner file should contain the following evidence and should be submitted for each learner in the sample:

- Dynamic World
- Fieldwork Notebook
- Personal Project.

Meet the team at ocr.org.uk/geographyteam and contact them at:
01223 553998
geography@ocr.org.uk
[@OCR_geography](https://twitter.com/OCR_geography)

To stay up to date with all the relevant news about our qualifications, register for email updates at
ocr.org.uk/updates

Geography Community

The social network is a free platform where teachers can engage with each other – and with us – to find and offer guidance, discover and share ideas, best practice and a range of Geography support materials. To sign up, go to social.ocr.org.uk

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