

# teachers' handbook

Version 2 July 2010

## ENTRY LEVEL CERTIFICATE IN GEOGRAPHY

R406

For teaching from September 2010



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# 1. Introduction

## 1.1 What is the purpose of this handbook?

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Our Geography Entry Level qualification is being redesigned for first teaching in September 2010. It will sit with the new GCSEs in Geography, enabling us to offer you a coherent package for you and your learners.

With its choice and flexibility, this is an exciting Geography course. It features four modern, key themes that provide for clear and relevant learning outcomes.

OCR offers a range of support materials, developed following extensive research and consultation with teachers. We've designed them to save you time when preparing for the new specification and to support you while teaching it.

It is important to make the point that this Teacher Handbook plays a secondary role to the specification itself. The Entry Level Certificate in Geography specification is the document on which assessment is based: it specifies what content and skills need to be covered. At all times therefore, the Teacher Handbook should be read in conjunction with the specification. If clarification on a particular point is sought, then that clarification must be found in the specification itself.

## 1.2 Overview of OCR Entry Level Certificate in Geography

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### Entry Level Certificate in Geography R406

Task 1 Key Theme Project  60% of the qualification	Internally assessed, externally moderated
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Task 2 End of Course Test  40% of the qualification	Internally assessed, externally moderated
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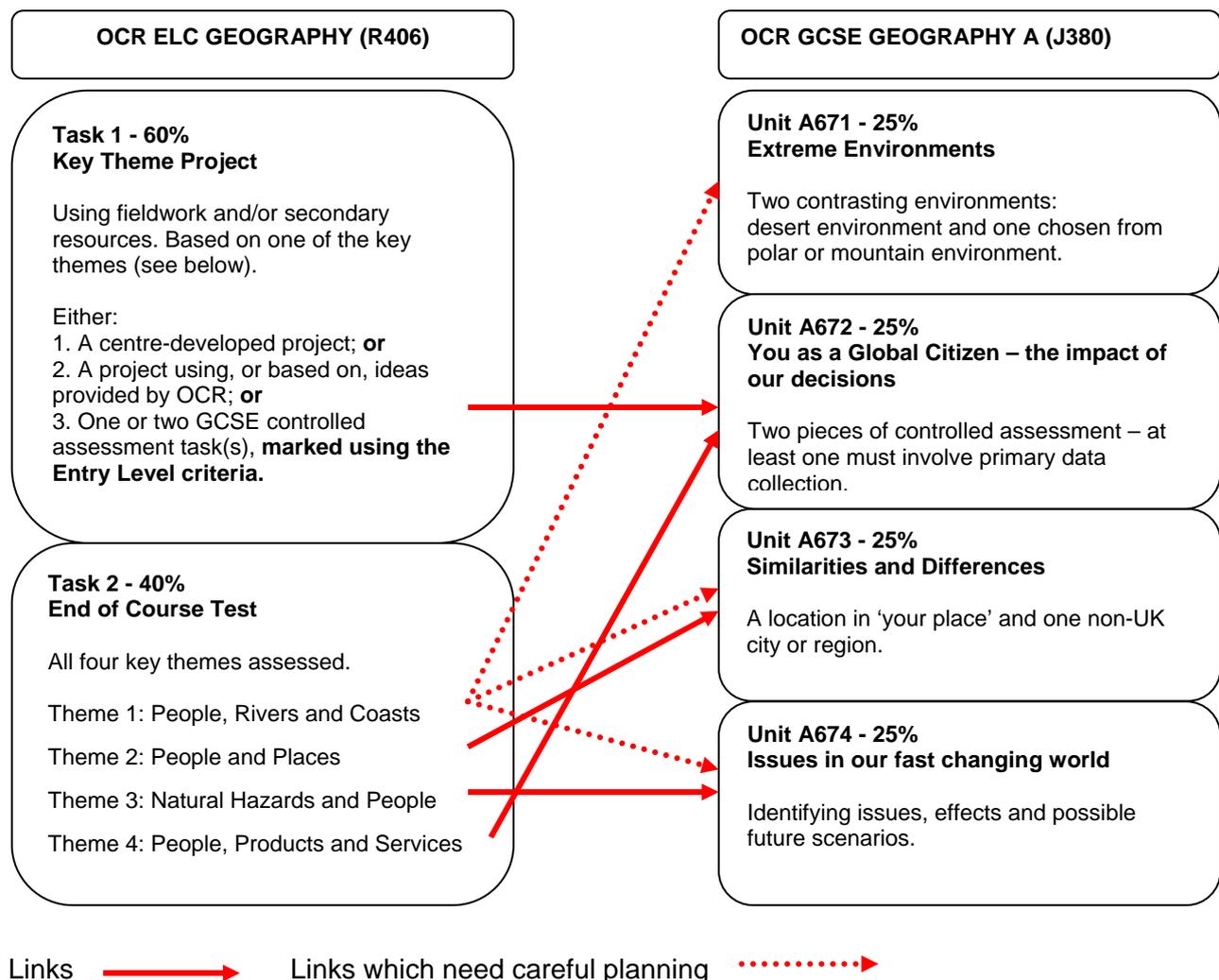
## 2. Curriculum guidance

Entries for the legacy OCR Entry Level Certificates fell into two broad categories; candidates who started a full GCSE course and were entered at a later date for an Entry Level Certificate award, and candidates who worked towards an Entry Level Certificate from the outset.

The new Entry Level Certificate R406 retains the legacy specifications' tried and tested format of coursework, an end of course test and the ability to teach the course alongside GCSE Geography. In addition it offers greater flexibility as the end of course test is now, like the coursework, internally assessed and externally moderated. The two tasks, coursework and end of course test, can be completed at any point during the course to be certificated in the June series. The work can also be submitted electronically via the OCR Repository.

The diagrams in the sections below show the relationship between Geography Entry Level R406 and the two OCR GCSE specifications, Geography A (J380) and Geography B (J385) but the specification has been designed to be compatible with any GCSE Geography specification.

### 2.1 Teaching alongside OCR GCSE Geography A



## Task 2: End of Course Test

Although, as the diagram on the previous page shows, GCSE Geography A does not have the four key ELC themes, the key ideas can be covered if teachers plan carefully. OCR GCSE Geography A is an innovative course designed to develop geographical thinking. The content section of the specification focuses on enquiry questions, key ideas and what the candidates should be able to do. It therefore does not have lists of content to be covered as in more traditional courses. This means the class teacher and any support staff will need to ensure that the content needs of any ELC candidates are met. Some ideas for doing these follow, however the GCSE and ELC specifications are the definitive documents on which the assessments are based and any clarification must be sought in these documents.

### Theme 1: People, Rivers and Coasts

GCSE A Unit A671 (Extreme Environments), Unit A673 (Similarities and Differences) and Unit A674 (Issues in our fast changing world) all offer opportunities to cover aspects of 'People, Rivers and Coasts', if the teacher chooses suitable locations.

The table below shows how ELC content could be introduced with the GCSE enquiry questions. The ELC enquiry question 'Where is there land and where is there sea?' could be introduced at the start of the unit as introductory scene setting atlas work (see sample lesson plan). If, for instance, the Himalayas were chosen as a mountain region, the hydrological cycle and rivers and flooding content could be built in. This leaves coasts, which does not fit easily into this specification, but check if both written tests assess coasts before trying to force this topic into a scheme of work.

### Theme 1 Content and GCSE A Unit A671 Enquiry Questions

ELC Theme 1: People, Rivers and Coasts	GCSE A Unit A671: Extreme Environments
<ul style="list-style-type: none"><li>• <i>Know major continents and oceans</i></li><li>• <i>Know major rivers for each continent</i></li></ul>	<ul style="list-style-type: none"><li>• What is the definition of an extreme environment, what do we know about extreme environments and how do people react to them?</li></ul>
	<ul style="list-style-type: none"><li>• What environments within the UK may be considered extreme?</li></ul>
	<ul style="list-style-type: none"><li>• What do we know about hot deserts and how do people react to them?</li></ul>
	<ul style="list-style-type: none"><li>• Where are hot deserts found?</li></ul>
	<ul style="list-style-type: none"><li>• What are hot deserts like? (climate and physical features/processes)</li></ul>
	<ul style="list-style-type: none"><li>• How do people use hot deserts?</li></ul>
	<ul style="list-style-type: none"><li>• What challenges do hot deserts pose?</li></ul>
	<ul style="list-style-type: none"><li>• What do we know about polar/mountain environments and how do people react to them?</li></ul>
	<ul style="list-style-type: none"><li>• Where are polar/mountain environments found?</li></ul>

<ul style="list-style-type: none"> <li>• <i>Know that water evaporates from the sea, condenses in clouds and falls into the sea or on land</i></li> <li>• <i>Know that rivers transport water back to the sea</i></li> <li>• <i>Know how rivers erode the land and some of the landforms that are created (waterfalls, floodplains and meanders)</i></li> </ul>	<ul style="list-style-type: none"> <li>• What are polar/mountain environments like? (climate and physical features/processes)</li> </ul>
<ul style="list-style-type: none"> <li>• <i>N.B. some Theme 4 content could be worked in here. See grid for 'Theme 4 Content and GCSE A Unit A672 Enquiry Questions'</i></li> </ul>	<ul style="list-style-type: none"> <li>• How do people use polar/mountain environments?</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Describe the impact of a named river flood and how people reacted</i></li> </ul>	<ul style="list-style-type: none"> <li>• What challenges do polar/mountain environments pose?</li> </ul>

*Italicised text* = ELC  
Normal text = GCSE

ELC content not covered:

- *Know how the coastline is changing and some of the landforms that are created (cliffs, headlands, arches, stacks, caves, beaches and spits).*
- *Describe an area of coastline that is changing and how this is being managed.*

## Theme 2: People and Places

This theme can be covered in GCSE A Unit A673 (Similarities and Differences). The match between ELC content and GCSE enquiry questions for 'Your Place' is shown below.

### Theme 2 Content and GCSE A Unit A673 Enquiry Questions

ELC Theme 2: People and Places	GCSE A Unit A673: Similarities and Differences 'Your Place'
<ul style="list-style-type: none"> <li>• <i>Locate where they live at a variety of scales</i></li> <li>• <i>Know other people's perceptions of where they live</i></li> </ul>	<ul style="list-style-type: none"> <li>• What constitutes 'your place'?</li> <li>• Where is it? What do you know about it? How do you feel about it? Why is it important to you – and others?</li> <li>• How is it represented, seen and experienced by others? (And for what different purposes?)</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Know the population structure for their chosen place and understand how it is different to other places</i></li> <li>• <i>Understand how the population structure for their chosen place has changed</i></li> <li>• <i>Know links between their chosen place and other places in the world (e.g. migration and movement of products)</i></li> <li>• <i>Understand the idea of a shrinking world (e.g. internet communication, rapid public transport, movement of products and services)</i></li> </ul>	<ul style="list-style-type: none"> <li>• What are the major issues affecting 'your place'?</li> <li>• Why is this place as it is? How has it been influenced by its links with other places? What impact does it make on other places?</li> <li>• What are the key processes of change operating on the local area/community?</li> <li>• What issues arise from these?</li> </ul>

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• <i>Know what the land use in their chosen place is like</i></li> <li>• <i>Understand how the land use in their chosen place has changed</i></li> <li>• <i>Describe a land use conflict in their chosen place</i></li> </ul> | <ul style="list-style-type: none"> <li>• What changes might take place in the future?</li> <li>• What are the positive and negative impacts?</li> <li>• What is your view about changes – for the worse or for the better?</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• How does 'your place' fit within the UK as a whole?</li> <li>• What are the big issues affecting the UK today and how do they affect you, your family and the local community?</li> </ul>    |

*Italicised text = ELC*  
Normal text = GCSE

All the ELC content is covered in the 'Your Place' section of the GCSE course. This means that when the GCSE candidates are studying a Non-UK City or Region the ELC candidates could be working independently on some of the Key Theme Project Ideas for 'My Place' in the ELC specimen materials.

### Theme 3: Natural Hazards and People

This theme can be covered in GCSE A Unit A674 (Issues in our fast changing world) and possibly some aspects in Unit A671 (Extreme Environments) and Unit A673 (Similarities and Differences).

GCSE Unit A674 has five enquiry questions that must be used when studying the four topic areas:

1. What is the issue?
2. What are the causes of this issue?
3. What are the short- and long-term impacts, both positive and negative, of this issue?
4. How is this issue managed?
5. How may this issue develop in the future?

The table below sets the required key geographical knowledge for the study of one issue related to change through natural events (hazards) in the GCSE specification (see pages 20 and 23 of the specification) alongside the ELC content for Theme 3 Natural Hazards and People.

### Theme 3 Content and GCSE A Unit A674 - change through natural events (hazards)

ELC Theme 3: Natural Hazards and People	GCSE A Unit A674: Issues in our fast changing world - hazards
<ul style="list-style-type: none"> <li>• <i>Locate earthquake and volcanic zones</i></li> <li>• <i>Locate areas of hurricane activity</i></li> <li>• <i>Understand the structure of the earth</i></li> <li>• <i>Understand the way the plates move</i></li> <li>• <i>Know the features of hurricanes, earthquakes and volcanoes</i></li> </ul>	<ul style="list-style-type: none"> <li>• Identify a range of hazards and understand the causes of them</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Describe the impact of a natural hazard;</i></li> <li>• <i>Describe how natural hazards have different impacts on people, in different parts of the world</i></li> </ul>	<ul style="list-style-type: none"> <li>• Know how hazards have different physical, economic and social impacts, both short and long term, which may be different across the world</li> </ul>

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- *Explain simple ways that buildings and settlements can be protected against natural hazards*
  - *Describe ways that natural hazards can be predicted*
  - Know that the responses to hazards may also vary in different parts of the world
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*Italicised text = ELC*  
 Normal text = GCSE

All the ELC content can be covered as part of a GCSE scheme of work.

## Theme 4: People, Products and Services

Much of this theme is compatible with the GCSE Geography A Controlled Assessment Unit A672 (You as a Global Citizen – the impact of our decisions). There are also links with some aspects of Unit A673 (Similarities and Differences) and Unit A674 (Issues in our fast changing world).

### Theme 4 Content and GCSE A Unit A672 Enquiry Questions

ELC Theme 4: People, Products and Services	GCSE A Unit A672: You as a Global Citizen – the impact of our decisions
<ul style="list-style-type: none"> <li>• <i>Know where products and services are bought and sold</i></li> </ul>	<ul style="list-style-type: none"> <li>• What do I buy and why?</li> <li>• What factors influence the range of products and services available to us as consumers, e.g. population change/migration</li> <li>• Why do other people buy similar/different things?</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Know where products are made and where their components come from</i></li> <li>• <i>Know the meaning of consumer and producer</i></li> </ul>	<ul style="list-style-type: none"> <li>• How does a chosen product reach a consumer?</li> <li>• How is this product advertised?</li> <li>• Who is the product aimed at?</li> <li>• Is the product inaccessible to certain people/places? Why?</li> </ul>
	<ul style="list-style-type: none"> <li>• How do consumers access your chosen service?</li> <li>• What variation is there in the spatial and social impact of this service?</li> <li>• How might different people in different places view this service?</li> </ul>
	<ul style="list-style-type: none"> <li>• How can the lives of producers be influenced by consumers?</li> <li>• How can individuals contribute to a more sustainable future?</li> </ul>

*Italicised text = ELC*  
 Normal text = GCSE

The following seven bullet points will need to be covered for the ELC candidates:

- *Group jobs into the four sectors*
- *Know the kind of work done in each sector*

- *Understand the difference in employment sectors between rich and poor countries*
- *Understand that employment conditions and earnings vary from country to country*
- *Know what a multinational company is*
- *Understand how a multinational company can impact on people and the environment*
- *Know how and why employment has changed in a specific area*

The first two are included in the Key Theme Project Ideas for 'Work in My Place' in the ELC specimen materials. The remaining five could be worked into the enquiry questions in Unit A671 (Extreme Environments). 'How do people use polar/mountain environments?' has as key ideas 'Polar/mountain environments are used in a variety of ways and for a variety of reasons (e.g. by indigenous people, tourists, multi-national companies)' and 'The use of polar/mountain environments occurs at a variety of scales (e.g. by indigenous families, by tribes, by MNCs).' The key ideas for 'How do people use hot deserts?' are identical to the 'Polar/mountain environments' apart from the use of 'industrial concerns' instead of 'MNCs'.

## **Task 1: Key Theme Project**

The ELC Key Theme Project can be covered by the two pieces of controlled assessment work in Unit A672 (You as a Global Citizen – the impact of our decisions). The ELC candidates can submit both pieces of work or just one of them for assessment. The work, however, must be marked using the Entry Level criteria (Appendix B of the specification).

## **Summary**

ELC candidates can study GCSE Geography A with the rest of the class, submit the GCSE controlled tasks for assessment and take the ELC written test. The written test will cover ideas that are embedded in the GCSE specification and so the teacher must bear the requirements of the ELC written test in mind when planning the Geography A GCSE course.

The Key Theme Project ideas may be helpful in designing some specific units of classwork for the ELC candidates who may well work too slowly to cope with the demands of the GCSE course. These candidates may be better served by having the opportunity to work on something different at their own pace. This would enable them to cover the ELC key ideas needed for Task 2 and build up a portfolio of work from which appropriate work could be chosen for assessment for Task 1, in the event of the ELC students having problems with the GCSE Unit A672 controlled assessment.

The next page shows an example of a two-year course outline when combining OCR GCSE Geography A and the ELC.

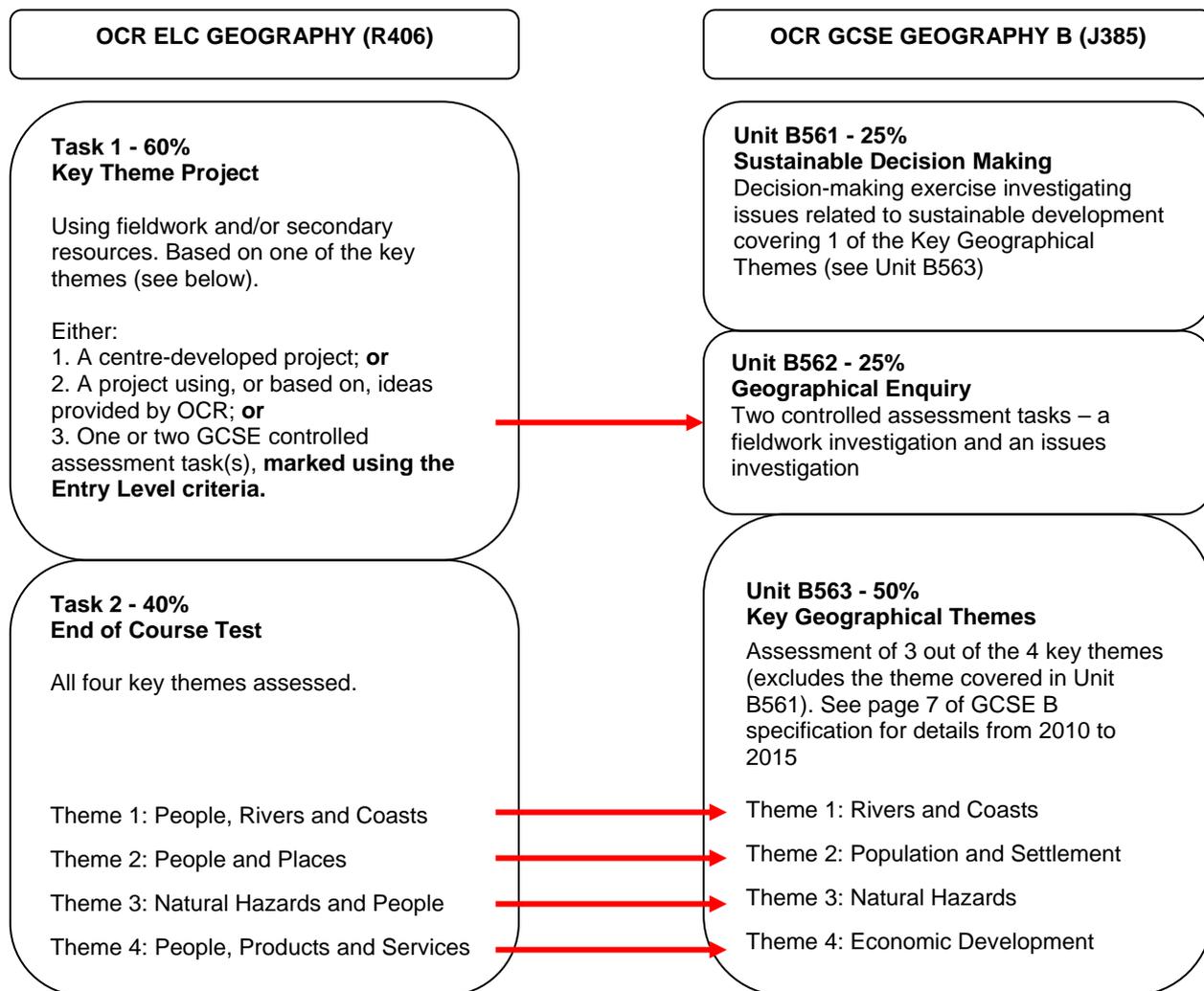
**Combining OCR GCSE Geography A and the ELC**  
**An example of a two-year course outline for teaching and assessment**

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 10	<p><b>Teaching GCSE:</b> Unit A673: Similarities and Differences</p> <p><b>Teaching ELC:</b> Theme 2: People and Places</p>	<p><b>Teaching GCSE:</b> Unit A671: Extreme Environments</p> <p><b>Teaching ELC:</b> Theme 1: People, Rivers and Coasts</p>	<p><b>Teaching GCSE:</b> Revision Unit A672: You as a Global Citizen</p> <p><b>Teaching ELC:</b> Theme 4: People, Products and Services Opportunity for work on Key Theme Project</p>
Year 10			<p><b>Assessment:</b> June session GCSE Units A673 and A671</p>
Year 11	<p><b>Teaching GCSE:</b> Unit A672: You as a Global Citizen – the impact of our decisions, controlled assessment tasks one and two</p> <p><b>Teaching ELC:</b> Theme 4: People, Products and Services Work on Key Theme Project</p>	<p><b>Teaching GCSE:</b> Unit A674: Issues in our fast changing world</p> <p><b>Teaching ELC:</b> Theme 3: Natural Hazards and People ELC Task 2: End of Course Test</p>	<p><b>Teaching GCSE:</b> Revision</p> <p><b>Teaching ELC:</b> Course completed</p>
Year 11			<p><b>Assessment:</b> June Session GCSE Units A672 and A674</p> <p>ELC certification</p>

**Planning principles and issues:**

- GCSE Geography A requires 120–140 guided learning hours in total
- 40% of the assessment must be taken in the same series as entry for the full course qualification certification
- GCSE Unit A674 has a synoptic element, so is taken as a terminal unit
- Both ELC tasks can be completed at any point during the course and therefore by Easter of Year 11 for certification in June

## 2.2 Teaching alongside OCR GCSE Geography B



Links 

### Task 2: End of Course Test

Although they have different titles, the four key ELC themes are similar to the four key themes of GCSE B. The ELC themes emphasise Geography as a study of people and the environment. The content sections of the GCSE and ELC specifications can be easily compared when devising schemes of work.

### Theme 1: People, Rivers and Coasts

This theme and GCSE Theme 1: Rivers and Coasts have an extensive overlap in content, indicated in bold in the table below. This makes it possible for the GCSE and ELC candidates to be taught as one group.

It is worth considering starting with this theme in Year 10 when the true potential of some candidates is still unknown. However each year the four GCSE themes will rotate and teachers will need to ensure that they teach the correct themes in preparation for GCSE Unit B561, Sustainable Decision Making (available in June and January) and GCSE Unit B563 (available in June).

## Theme 1 content and GCSE B Theme 1 content

ELC Theme 1: People, Rivers and Coasts	GCSE B Theme 1: Rivers and Coasts
<ul style="list-style-type: none"> <li><i>Know major continents and oceans</i></li> <li><i>Know major rivers for each continent</i></li> </ul>	
<ul style="list-style-type: none"> <li><b>Know that water evaporates from the sea, condenses in clouds and falls into the sea or on land</b></li> <li><b>Know that rivers transport water back to the sea</b></li> </ul>	<ul style="list-style-type: none"> <li><b>The units and links in the hydrological cycle</b></li> <li>The storm hydrograph and how it responds to changes</li> <li>The river basin as a system of inputs, flows, stores and outputs</li> </ul>
<ul style="list-style-type: none"> <li><b>Describe the impact of a named river flood and how people reacted</b></li> </ul>	<ul style="list-style-type: none"> <li>Physical causes of river flooding</li> <li>The activities of people that can cause river flooding</li> <li><b>Two case studies, one from an LEDC and the other from an MEDC to illustrate the causes, effects and management of river flooding</b></li> <li>Use of GIS, new technologies, satellite images, aerial photographs and data in a variety of contexts to highlight flood management schemes and their effectiveness</li> </ul>
<ul style="list-style-type: none"> <li><b>Know how rivers erode the land and some of the landforms that are created (waterfalls, floodplains and meanders)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>How weathering, erosion, transport and deposition operate in a river basin</b></li> <li><b>The formation of fluvial landforms, including meanders, interlocking spurs, floodplains, river cliffs, valleys, waterfalls with appropriate examples</b></li> <li>A case study of one river valley and its landforms</li> </ul>
<ul style="list-style-type: none"> <li><b>Know how the coastline is changing and some of the landforms that are created (cliffs, headlands, arches, stacks, caves, beaches and spits)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>How weathering, erosion, transport and deposition operate along constructive and destructive coastlines</b></li> <li><b>The formation of landforms along a stretch of coastline, including cliffs, headland, cave, arch, stack, beach, spit -with appropriate examples</b></li> <li><b>A case study of one coastal area and its landforms</b></li> </ul>
<ul style="list-style-type: none"> <li><b>Describe an area of coastline that is changing and how this is being managed.</b></li> </ul>	<ul style="list-style-type: none"> <li>Human and physical reasons why the protection of coastlines is necessary</li> <li>Different methods of coastline protection including the sustainability of each (examples include groyne, offshore breakwater, sea wall, rip-rap, revetment, gabion, beach replenishment and managed retreat)</li> <li><b>A case study of coastline management, including reasons for protection, measures taken, resulting effects and possible conflicts</b></li> </ul>

*Italicised text = ELC*

Normal text = GCSE

**Bold text = Common content**

## Theme 2: People and Places

This theme shares some common content with GCSE Theme 2: Population and Settlement, e.g. population structure, migration and the changing pattern of urban land use. There is a different emphasis however, as shown in the table below.

At this point those students who have shown themselves unlikely to achieve a GCSE grade will probably need to have different written work to cover the ELC content. ELC specimen materials have Key Theme Project Ideas for 'My Place', which could form a basis for this work. Some of the ELC content could be used with the GCSE candidates e.g. the idea of a shrinking world.

### Theme 2 content and GCSE B Theme 2 content

ELC Theme 2: People and Places	GCSE B Theme 2: Population and Settlement
<ul style="list-style-type: none"> <li>• <i>Locate where they live at a variety of scales</i></li> <li>• <i>Know other people's perceptions of where they live</i></li> </ul>	
<ul style="list-style-type: none"> <li>• <i>Know the population structure for their chosen place and understand how it is different to other places</i></li> <li>• <i>Understand how the population structure for their chosen place has changed</i></li> </ul>	<ul style="list-style-type: none"> <li>• Study of contrasting population pyramids of an LEDC and an MEDC and how they change over time</li> <li>• The relationship between population structure (and birth rates and death rates) and economic development</li> </ul>
	<ul style="list-style-type: none"> <li>• The growth of population on a global scale</li> <li>• Birth rates and death rates vary between countries</li> <li>• The rate of population change varies over time</li> <li>• A case study to illustrate strategies to influence natural population change within a country</li> <li>• The effects of overpopulation in an LEDC</li> <li>• The implications of the proportion of population in different age groups</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Know links between their chosen place and other places in the world (e.g. migration and movement of products)</i></li> <li>• <i>Understand the idea of a shrinking world (e.g. internet communication, rapid public transport, movement of products and services)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Push and pull factors influencing migration</li> <li>• A case study of international migration to illustrate the causes, consequences and management</li> <li>• Causes, consequences and management of urbanisation</li> <li>• Causes, consequences and management of counter-urbanisation</li> <li>• A case study of migration within one country</li> </ul>

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- *Know what the land use in their chosen place is like*
  - *Understand how the land use in their chosen place has changed*
  - *Describe a land use conflict in their chosen place*
- The different areas of dominant land use within cities reflects economic, social and cultural factors
  - Use of GIS, new technologies and satellite images to illustrate and analyse changing land use patterns in a variety of locations (MEDC, LEDC)
  - Different approaches to development in urban areas to illustrate more and less sustainable variations
  - A case study of urban change to illustrate social, economic and environmental planning and its sustainability
- 
- Different types of goods and retail services
  - The characteristics of retail service provision within an area
  - Retail service provision changes over time
  - Reasons for changes over time including transport provision, market forces
  - A case study to illustrate how retail service provision changes over time

*Italicised text = ELC*

Normal text = GCSE

### **Theme 3: Natural Hazards and People**

There is considerable overlap in content between the ELC and GCSE hazards themes as shown in the table below.

This means that, as with theme 1, the GCSE and ELC candidates can be taught as one mixed ability group. Natural hazards tend to be a motivating topic, which captures the candidates' imaginations, and they are often able to recall accurate facts and figures in their answers to examination questions.

## Theme 3 content and GCSE B Theme 3 content

ELC Theme 3: Natural Hazards and People	GCSE B Theme 3: Natural Hazards
<ul style="list-style-type: none"> <li>• <i>Locate earthquake and volcanic zones</i></li> <li>• <i>Locate areas of hurricane activity</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>The global distributions of tectonic hazards (earthquakes and volcanoes) and climatic hazards (tropical storms and severe droughts)</b></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Understand the structure of the earth</i></li> <li>• <i>Understand the way the plates move</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>How the movement of tectonic plates cause earthquakes and volcanoes</b></li> <li>• <b>The climatic conditions leading to the formation of tropical storms and periods of drought</b></li> <li>• How natural processes affect the global distribution of these natural hazards</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Know the features of hurricanes, earthquakes and volcanoes</i></li> <li>• <i>Describe how natural hazards have different impacts on people, in different parts of the world</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>How the characteristic features of the four natural hazards affect people and places</b></li> <li>• <b>Understanding the nature of primary and secondary effects</b></li> <li>• <b>Comparing the impact of natural hazards in LEDC and MEDC places, using GIS as well as a range of data and evidence to build up a comprehensive picture. Such as, numbers of deaths, displaced people, cost of damage, eye witness accounts</b></li> <li>• <b>A case study of the following:</b> <ol style="list-style-type: none"> <li>• <b>one tectonic hazard event in an LEDC</b></li> <li>• <b>one tectonic hazard event in an MEDC</b></li> <li>• <b>one climatic hazard in an LEDC</b></li> <li>• <b>one climatic hazard in an MEDC</b></li> </ol> </li> </ul>
	<ul style="list-style-type: none"> <li>• The reasons for people living in hazardous areas</li> <li>• How settlement and economic activities affect the impact of natural hazard events</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Explain simple ways that buildings and settlements can be protected against natural hazards</i></li> <li>• <i>Describe ways that natural hazards can be predicted</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>How building, planning and education methods are used</b></li> <li>• <b>Prediction methods and how they work</b></li> <li>• Use of GIS, new technologies and satellite images to map distributions and patterns of natural hazard events and aid prediction models</li> <li>• The sustainability of these methods in terms of their economic costs, impact on the environment, effects on people most at risk. Refer to selected case studies</li> </ul>

*Italicised text = ELC*

Normal text = GCSE

**Bold text = Common content**

## Theme 4: People, Products and Services

This theme has similar content to GCSE Theme 4 Economic Development but ELC candidates do not have to study, for example, the location of economic activity and the effects of economic activity on the environment. The overlap is shown in bold on the table below.

### Theme 4 content and GCSE B Theme 4 content

ELC Theme 4: People, Products and Services	GCSE B Theme 4: Economic Development
<ul style="list-style-type: none"> <li>• <i>Know where products and services are bought and sold</i></li> <li>• <i>Know where products are made and where their components come from</i></li> <li>• <i>Know the meaning of consumer and producer</i></li> </ul>	<ul style="list-style-type: none"> <li>• How levels of economic well-being and quality of life are measured</li> <li>• The advantages and disadvantages of using economic and social indicators</li> <li>• How development has been described and mapped in the past and assessment of its validity</li> <li>• Sustainability of aid in terms of economic costs, impacts on the environment and effects on people</li> <li>• A case study of an aid project in an LEDC</li> </ul>
<ul style="list-style-type: none"> <li>• <b><i>Understand the difference in employment sectors between rich and poor countries</i></b></li> <li>• <b><i>Understand that employment conditions and earnings vary from country to country</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>How employment structures vary between countries</b></li> <li>• <b>How employment structures have changed over time and may change in the future</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Group jobs into the four sectors</b></li> <li>• <b>Know the kind of work done in each sector</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>The types of industry (primary, secondary, tertiary and quaternary) and the economic and environmental locational factors for each</b></li> <li>• The environmental, social and economic reasons why the location of economic activity changes</li> <li>• Two case studies, one from an LEDC and the other from a MEDC, to illustrate the factors that affect the location of different types of economic activity</li> </ul>

- 
- *Know what a multinational company is*
  - *Understand how a multinational company can impact on people and the environment*
  - *Know how and why employment has changed in a specific area*
- **What a MNC is** and the reasons for globalisation
  - **The positive and negative effects of MNC investment in an area**
  - A case study of MNC investment in a specific area and in an international context
  - The possible futures for globalisation and its effects on specific groups of people
- 
- How different economic activities effect the physical environment in a range of ways
  - Use of GIS, new technologies and satellite images to analyse economic activity and environmental conflict and areas where this is occurring
  - The need to balance environmental concerns and the need for economic development
  - A case study of a specific development where conflicts exist between economic development and environmental damage
- 

*Italicised text = ELC*

Normal text = GCSE

**Bold text = Common content**

The ELC candidates could follow most of the GCSE course. The ELC specimen materials have Key Theme Project Ideas for 'Work in My Place', and a decision making exercise about a quarry, which ELC candidates could work through at other times.

## Task 1: Key Theme Project

The ELC Key Theme Project's use of fieldwork and/or secondary resources means that ELC candidates can work on the GCSE Unit B562, Geographical Enquiry, which consists of two tasks, Fieldwork Focus and the Geographical Investigation. They can submit both tasks or just one of them for assessment. The work, however, must be marked using the Entry Level criteria (Appendix B of the specification).

## Summary

The ELC candidates could study the entire GCSE course, submit the GCSE controlled assessment tasks for assessment and take the ELC written test. However some Entry Level candidates, despite their best efforts and hard work, may still find the demands of GCSE beyond them. With careful planning however, they could follow their own enquiries at times in the GCSE classroom, for instance when the GCSE candidates are working on the theme of the Sustainable Decision Making Exercise or studying topics not included in the ELC scheme of assessment. This would enable them to cover the ELC key ideas needed for Task 2 and build up a portfolio from which appropriate work could be chosen for assessment as Task 1. OCR's Specimen Key Theme Project Ideas will help with this approach.

The next page shows an example of a two-year course outline when combining OCR GCSE Geography B and the ELC.

### Combining OCR GCSE Geography B and the ELC

#### An example of a two-year course outline for teaching and assessment

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 10	<p><b>Teaching GCSE:</b> Theme 1: Rivers and Coasts</p> <p><b>Teaching ELC:</b> Theme 1: People, Rivers and Coasts (Fieldwork opportunities in September)</p>	<p><b>Teaching GCSE:</b> Theme 4: Economic Development</p> <p><b>Teaching ELC:</b> Theme 4: People, Products and Services</p>	<p><b>Teaching GCSE:</b> Sustainable Decision Making Preparation GCSE Unit B562 Geographical Enquiry Geographical Investigation 3 weeks/6 hours</p> <p><b>Teaching ELC:</b> Opportunity for work on Key Theme Project</p>
Year 10		<b>Assessment:</b>	<b>Assessment:</b> June Session GCSE Unit B561: SDME
Year 11	<p><b>Teaching GCSE:</b> Theme 2: Population and Settlement GCSE Unit B562 Geographical Enquiry Fieldwork Focus 5 weeks/10 hours</p> <p><b>Teaching ELC:</b> Theme 2: People and Places ELC Task 1: Key Theme Project</p>	<p><b>Teaching GCSE:</b> Theme 3: Natural Hazards</p> <p><b>Teaching ELC:</b> Theme 3: Natural Hazards and People ELC Task 2: End of Course Test</p>	<p><b>Teaching GCSE:</b> Revision</p> <p><b>Teaching ELC:</b> Course completed</p>
Year 11		<b>Assessment:</b> Jan Session GCSE Unit B562: Geographical Enquiry	<b>Assessment:</b> June Session GCSE Unit B563: Key Geographical Themes ELC certification

**Planning principles and issues:**

- GCSE Geography B requires 120–140 guided learning hours in total
- 40% of the assessment must be taken in the same series as entry for the full course qualification certification
- Teaching order of themes may change with each cohort, as one of the GCSE themes is assessed in Unit B561 and the other three in Unit B563
- GCSE Unit B562 Geographical Enquiry tasks are set annually by OCR, this may need to fit in with teaching of GCSE Key Geographical Themes
- If GCSE Unit B561 is taken in Year 10 there is an opportunity for a re-sit in January of Year 11
- Both ELC tasks can be completed at any point during the course and therefore by Easter of Year 11 for certification in June

# 3 Unpacking the Assessment Objectives

The ELC Geography specification is designed to allow teachers to deliver the same specification to a variety of audiences. Broadly there will be two main groups:

1. Students working alongside GCSE students in a 'mixed ability' class
2. Students working in a specified ELC Geography group

To ensure comparability the assessment objectives are the same in each setting. Where students submit for their ELC internal assessment work originally completed from a different level of course (e.g. GCSE), their work must be assessed for ELC using the ELC Assessment Objectives.

The weighting of the objectives is important:

<b>AO1</b>	<p><b>Knowledge</b></p> <p>Recall, select and communicate their knowledge and understanding of places, environments and themes.</p>
<b>AO2</b>	<p><b>Understanding &amp; Application of Knowledge</b></p> <p>Apply their knowledge and understanding in familiar and unfamiliar contexts.</p>
<b>AO3</b>	<p><b>Skills</b></p> <p>Use a variety of skills and techniques to investigate questions and issues.</p>

Tasks	% of Entry Level			Total
	AO1	AO2	AO3	
Task 1: Key Theme Project	15	15	30	60
Task 2: End of Course Test	10	10	20	40
Total	25	25	50	100

The first essential is to ensure that the Key Theme Project allows for half the marks to be allocated to skills based tasks (**AO3**); collecting data, completing maps & diagrams, annotation, completing field study tasks such as questionnaires or simple surveys, graphic techniques etc. Many ICT based tasks would be classed as skills based.

At the lower end of the ability range these tasks will be straightforward completion exercises or teacher led work. Those who are more able will be able to start to carry out investigations of their

own or will be able to contribute to the development of an investigation. Marks could be allocated for the completion of field study tasks though it would be essential to inform the moderator for the work exactly how these marks have been allocated.

Students must be given the opportunity to recall, select and communicate their knowledge and understanding of places, environments and themes (**AO1**). There should be approximately a quarter of the marks for their Key Theme Project allocated to this objective.

A variety of tasks could incorporate this objective; written work describing their locality or an environment shown in a photograph or short video. A scaffold of starter sentences (or a series of prompting questions) may start the task for students at the lower ability end, whilst the more able students should be encouraged to put their own information into such a task.

There is nothing to prevent a short test being part of work for **AO1**, e.g. following the use of a video or a study visit, though such a technique shouldn't become a major part of the internal assessment as the students also have to complete a short test for the course.

Research plays a major part in **AO1** and students' ability to research independently will be an indicator of their level of attainment. Incorporating structured research tasks into the work with a gradual move to opportunity for more independent research will allow students to access the full mark range.

This is a Geography qualification and students should therefore have and demonstrate knowledge of geographical facts (this may be shown in the use of geographical terminology) and of differing geographical environments. A simple comparison of their locality to another would elicit such information and tasks can be heavily structured to start the work moving towards more open ended tasks.

Finally, the Key Theme Project must give students the opportunity to apply their knowledge and understanding in familiar and unfamiliar contexts (**AO2**). Tasks that allow students to demonstrate this should also cover approximately a quarter of the marks.

Tasks that allow students to demonstrate their knowledge and understanding of geographical processes (both physical and human) will cover this objective. Students should be given the opportunity to comment on findings (from their own field study or research) and to make observations about patterns of information. Introductory work should be heavily structured to draw out understanding of patterns, processes, human views etc. and should move to create opportunities for the more able students to complete their own identification of such.

The scale of the Key Theme Project is entirely at the discretion of the centre and the needs, interests and demands of the students. Past experience suggests that students completing ELC often relate better to their home environment though that doesn't preclude centres from basing their work on a residential or series of visits to other localities. With only one piece of work to complete for assessment centres could extend the students work to compare differing environments.

In a similar way centres could develop their own short decision making exercises as part of the Key Theme Project, using their own ideas or drawing on the decision making exercises from the previous OCR ELC Geography C specification 3988. Decision making could follow on from an investigation of local issues such as the opening of a new supermarket or the development of new leisure facilities.

# 4 Interpreting the marking criteria for the Key Theme Project

## Exemplar MY PLACE (from specimen Key Theme Project Ideas)

### Part One

- ✓ Draw maps to show where you live; where your place is in Britain and where in your place your house is
- ✓ What do people think about where you live? Ask five of your friends what they think, ask some of your family and neighbours what they think (you could make a simple questionnaire to find this out)
- ✓ Try searching the internet for information about where you live
- ✓ Produce either a poster or a short presentation to show what your place is like

### Part Two

- ✓ Who lives in your place? Try to find out some facts about the number of people who live in your place, how the population of your place has changed in the last 100 years, where people may have moved (migration) to or from your place, the age/sex structure of your place
- ✓ Make a 'FactFile' about the people of your place. You could include some photographs (BUT remember to ask permission if you want to take your own photographs)

Students complete maps, probably using a base map of varying amounts of information. Depending on detail incorporated into the map and the amount of information presented in the map outline, the work would be assessed:

A03	Skills 30 marks	<ul style="list-style-type: none"> <li>• Able to follow simple instructions</li> <li>• Collects and records some data from limited sources</li> <li>• <b>Draws very simple maps and diagrams</b></li> <li>• Makes basic comments on maps and diagrams</li> <li>• Uses ICT in a basic manner</li> <li>• Attempts to describe data collected, with little or no attempt at explanation or conclusion</li> <li>• Makes a limited attempt to suggest simple solutions to issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Follows simple instructions well</li> <li>• Collects and records data from various sources</li> <li>• <b>Draws simple maps and diagrams</b></li> <li>• Attempts to describe simple maps and diagrams</li> <li>• Uses ICT appropriately</li> <li>• Describes data collected with some attempt at simple explanation and conclusion</li> <li>• Makes some attempt to suggest simple solutions to issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Follows simple instructions very well</li> <li>• Collects and records a range of data from various sources</li> <li>• <b>Draws quite effective maps and diagrams</b></li> <li>• Describes simple patterns shown by maps and diagrams</li> <li>• Uses ICT appropriately and with regard to purpose and audience</li> <li>• Describes data collected and attempts explanations and conclusions</li> <li>• Suggests simple solutions to issues.</li> </ul>	.../30
					Total Mark .../60

To complete the local populations' views a simple questionnaire is devised and completed, students are instructed in how to do this. Some students add their own questions and talk to a wider range of people:

A03	Skills 30 marks	<ul style="list-style-type: none"> <li>• <b>Able to follow simple instructions</b></li> <li>• Collects and records some data from limited sources</li> <li>• Draws very simple maps and diagrams</li> <li>• Makes basic comments on maps and diagrams</li> <li>• Uses ICT in a basic manner</li> <li>• Attempts to describe data collected, with little or no attempt at explanation or conclusion</li> <li>• Makes a limited attempt to suggest simple solutions to issues.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Follows simple instructions well</b></li> <li>• Collects and records data from various sources</li> <li>• Draws simple maps and diagrams</li> <li>• Attempts to describe simple maps and diagrams</li> <li>• Uses ICT appropriately</li> <li>• Describes data collected with some attempt at simple explanation and conclusion</li> <li>• Makes some attempt to suggest simple solutions to issues.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Follows simple instructions very well</b></li> <li>• Collects and records a range of data from various sources</li> <li>• Draws quite effective maps and diagrams</li> <li>• Describes simple patterns shown by maps and diagrams</li> <li>• Uses ICT appropriately and with regard to purpose and audience</li> <li>• Describes data collected and attempts explanations and conclusions</li> <li>• Suggests simple solutions to issues.</li> </ul>	.../30
					Total Mark .../60

Students produce a written piece that details their findings about their local area. Questionnaire results are graphed using ICT (with teacher instruction at lowest level to independently at best). These tasks provide opportunity to complete most of AO3 at varying levels of success (often teacher input may be a differentiating factor). Students move on to complete a presentation using ICT (AO3 at varying levels of competence – the school’s ICT department would be able to give guidance about fitness for purpose and audience):

AO3	Skills 30 marks	<ul style="list-style-type: none"> <li>• Able to follow simple instructions</li> <li>• Collects and records some data from limited sources</li> <li>• Draws very simple maps and diagrams</li> <li>• Makes basic comments on maps and diagrams</li> <li>• Uses ICT in a basic manner</li> <li>• Attempts to describe data collected, with little or no attempt at explanation or conclusion</li> <li>• Makes a limited attempt to suggest simple solutions to issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Follows simple instructions well</li> <li>• Collects and records data from various sources</li> <li>• Draws simple maps and diagrams</li> <li>• Attempts to describe simple maps and diagrams</li> <li>• Uses ICT appropriately</li> <li>• Describes data collected with some attempt at simple explanation and conclusion</li> <li>• Makes some attempt to suggest simple solutions to issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Follows simple instructions very well</li> <li>• Collects and records a range of data from various sources</li> <li>• Draws quite effective maps and diagrams</li> <li>• Describes simple patterns shown by maps and diagrams</li> <li>• Uses ICT appropriately and with regard to purpose and audience</li> <li>• Describes data collected and attempts explanations and conclusions</li> <li>• Suggests simple solutions to issues.</li> </ul>	.../30
					Total Mark .../60

The information presented in their presentation allows the teacher to assess their knowledge of places at a local level and students ability to use geographical facts and terminology can be assessed at this point. Students in the higher mark band may demonstrate links within their community through this work:

		Level One (AO1 & AO2 = 0-5 marks, AO3 = 0-10 marks)	Level Two (AO1 & AO2 = 6-10 marks, AO3 = 11-20 marks)	Level Three (AO1 & AO2 = 11-15 marks, AO3 = 21-30 marks)	Marks
AO1	Knowledge 15 marks	<ul style="list-style-type: none"> <li>• Researches some simple geographical facts with teacher help</li> <li>• Demonstrates limited knowledge about places, environments and themes</li> <li>• Knows few geographical facts.</li> </ul>	<ul style="list-style-type: none"> <li>• Researches some geographical facts with little teacher help</li> <li>• Demonstrates some knowledge of places, environments and themes</li> <li>• Knows some geographical facts</li> </ul>	<ul style="list-style-type: none"> <li>• Researches geographical facts independently</li> <li>• Demonstrates knowledge of places, environments and themes and how they are linked at a simple level</li> <li>• Knows some geographical facts and terminology.</li> </ul>	.../15

Searching the internet for information for their presentations allows a wider range of information to be credited and the student’s ability to research, ranging from teacher led to greater independence can be assessed:

		Level One (AO1 & AO2 = 0-5 marks, AO3 = 0-10 marks)	Level Two (AO1 & AO2 = 6-10 marks, AO3 = 11-20 marks)	Level Three (AO1 & AO2 = 11-15 marks, AO3 = 21-30 marks)	Marks
AO1	Knowledge 15 marks	<ul style="list-style-type: none"> <li>• Researches some simple geographical facts with teacher help</li> <li>• Demonstrates limited knowledge about places, environments and themes</li> <li>• Knows few geographical facts.</li> </ul>	<ul style="list-style-type: none"> <li>• Researches some geographical facts with little teacher help</li> <li>• Demonstrates some knowledge of places, environments and themes</li> <li>• Knows some geographical facts</li> </ul>	<ul style="list-style-type: none"> <li>• Researches geographical facts independently</li> <li>• Demonstrates knowledge of places, environments and themes and how they are linked at a simple level</li> <li>• Knows some geographical facts and terminology.</li> </ul>	.../15

The assessed work continues with the development of a fact file (which may be completed electronically incorporating photographs, data etc. from further internet research – more evidence for the details covered above). In completing the fact file students investigate population change in their local area. Earliest information may be teacher provided and students are guided to identify patterns and migratory processes. Here there will be evidence for AO2:

AO2	Understanding & Application of Knowledge 15 marks	<ul style="list-style-type: none"> <li>• Limited awareness of relevant geographical processes and issues</li> <li>• Uses information with much teacher guidance</li> <li>• Gives very basic descriptions of patterns and relationships only with teacher guidance</li> <li>• Limited awareness that different people may have different views on geographical issues</li> <li>• Application of knowledge displays inaccuracies.</li> </ul>	<ul style="list-style-type: none"> <li>• Aware of some relevant geographical processes and issues</li> <li>• Uses information with little teacher guidance</li> <li>• Gives very basic descriptions of patterns and relationships</li> <li>• Some awareness that different people may have different views on geographical issues</li> <li>• Application of knowledge is sometimes accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Aware of relevant geographical processes and issues</li> <li>• Uses information independently</li> <li>• Gives basic descriptions of patterns and relationships</li> <li>• Awareness that different people may have different views on geographical issues</li> <li>• Application of knowledge is usually accurate.</li> </ul>	.../15
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Peoples' views of the changes may create opportunities to develop this work (possibly incorporating a short decision making exercise about the development of new housing in the area allowing for further movement of people into the locality) which will allow opportunities to assess peoples' views on geographical issues:

AD2	<p>Understanding &amp; Application of Knowledge</p> <p>15 marks</p>	<ul style="list-style-type: none"> <li>• Limited awareness of relevant geographical processes and issues</li> <li>• Uses information with much teacher guidance</li> <li>• Gives very basic descriptions of patterns and relationships only with teacher guidance</li> <li>• Limited awareness that different people may have different views on geographical issues</li> <li>• Application of knowledge displays inaccuracies.</li> </ul>	<ul style="list-style-type: none"> <li>• Aware of some relevant geographical processes and issues.</li> <li>• Uses information with little teacher guidance</li> <li>• Gives very basic descriptions of patterns and relationships</li> <li>• Some awareness that different people may have different views on geographical issues.</li> <li>• Application of knowledge is sometimes accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Aware of relevant geographical processes and issues</li> <li>• Uses information independently</li> <li>• Gives basic descriptions of patterns and relationships</li> <li>• Awareness that different people may have different views on geographical issues.</li> <li>• Application of knowledge is usually accurate.</li> </ul>	...15
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In planning and developing internal assessment tasks, centres are advised to look at where the task will provide evidence for the assessment criteria and if the work planned gives students access to the full mark range. This is likely to be heavily teacher guided for the lower mark band but should create opportunities for the more able students to develop their own ideas, however limited they may be at ELC, and to access the higher mark band.

# 5 OCR Training and additional support

A full range of training events provide valuable support, for the delivery and assessment of OCR qualifications:

## **Get Ready...**

An overview of new OCR specifications.

## **Get Started...**

For teachers preparing to deliver or already delivering OCR specifications.

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