

ELC

Geography

Entry Level Certificate **R406**

OCR Report to Centres June 2014

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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General Comments

Pleasingly, the good work of centres entering candidates for R406 continues. The marked step up in the level of preparation of work and resources and work from candidates continues. It is now extremely rare to see incomplete work or work at the lower end of the mark range.

The new format of an internal investigation and a centre administered 'examination' continues to work well. There are now fewer occasions of centres not fully realising that both elements of the work were required for moderation.

The internal investigation continues to see a variety of themes being addressed. Most centres developed one piece of work, in some cases using the work planned for GCSE studies and adapting the delivery and assessment of the resulting study. A few centres developed a series of mini investigations which also worked very successfully. Where GCSE work has been 'recycled' for Entry Level, the centres are now well aware of their responsibility to ensure that the ELC mark sheet is applied to the work and that annotation is utilised to demonstrate to the moderator how the candidate has met the various criteria.

Again, there was a wide variety of work developed and used. Very few/if any centres now appear to use ideas from the exemplar work on the OCR website, as confidence in planning a specific course tailored to the local needs of the community which the school serves, and the specific interests and/or needs of the students following the course, develops. Most centres introduced an aspect of primary data collection though a few chose to base their work on secondary research, particularly when studying hazards. The range of themes included; shopping centre developments, changes/growth in urban areas, physical geography investigations of coasts or rivers, natural hazards (mostly through secondary research) and 'my place'. There was no dominant theme in this range of studies though urban data collection was more common than the use of rural areas for field work.

It is refreshing to see students at Entry Level developing extended studies, obviously having spent a considerable amount of time researching and presenting their information. Many centres now make excellent use of ICT facilities to develop this work. Students at this level are often motivated by the opportunity to produce professional looking work using ICT and will then take a greater sense of ownership of their studies. The work seen this June certainly bears out this idea.

Centres are starting to make good use PowerPoint presentations in developing their studies. It is possible for this type of work to be saved to disc or usb memory drive and sent in such a format to the moderator.

The internally administered examination once again proved very successful with no suggestion of misinterpretation of the extended answer tasks within the papers.

The moderation team felt that administration throughout the process was very good. This certainly helps the process to run quicker and more smoothly. Thank you to all centres entering students for this specification.

Finally, attention must be drawn to OCR's website where documents and materials for the specification can be found. These include exemplar 'examinations', exemplar key theme internal assessments, mark sheets and some possible lesson details. For centres considering this new specification these details should prove very helpful. Further information can be obtained from OCR.

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