

**ELC**

**Geography**

**Entry Level Certificate R406**

**OCR Report to Centres June 2015**

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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

The marked step up in the level of preparation of work and resources and work from candidates continues and it is now extremely rare to see incomplete work or work at the lower end of the mark range. It was pleasing to see some centres varying their work, even using former decision making exercises in their work, a very positive development, given the enjoyable success such work invoked in the previous version of this specification.

On a negative note though, it was disappointing to see some centres' key theme projects reverting to a regurgitation of Geography texts, principally those relating to physical geography. Hopefully such centres will move on from this practice to develop key theme packages that allow candidates to show their skills and abilities at the level they are capable of working.

As previously noted 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 ELC, 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 where the various criteria have been met in the candidate's work..

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 to tailor to the local needs of the community 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; 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 ELC 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. Personal teaching experience suggests that students at this level are often motivated by the ability to produce professional looking work through 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 of ICT to develop their studies with PowerPoint presentations. It is possible for this work to be saved to disc or usb memory drive and sent in such a format to the moderators.

The internally administered examination once again proved very successful with little evidence of misinterpretation of the extended answer tasks within the papers.

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.

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