

ENTRY LEVEL CERTIFICATE

Moderators' report

GEOGRAPHY

R407


For first teaching in 2016


R407/01/02 Summer 2019 series

Version 1

Contents

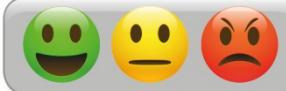
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Introduction

Our Moderators' reports are produced to offer constructive feedback on centres' assessment of moderated work, based on what has been observed by our moderation team. These reports include a general commentary of accuracy of internal assessment judgements; identify good practice in relation to evidence collation and presentation and comments on the quality of centre assessment decisions against individual Learning Objectives. This report also highlights areas where requirements have been misinterpreted and provides guidance to centre assessors on requirements for accessing higher mark bands. Where appropriate, the report will also signpost to other sources of information that centre assessors will find helpful.

OCR completes moderation of centre-assessed work in order to quality assure the internal assessment judgements made by assessors within a centre. Where OCR cannot confirm the centre's marks, we may adjust them in order to align them to the national standard. Any adjustments to centre marks are detailed on the Moderation Adjustments report, which can be downloaded from Interchange when results are issued. Centres should also refer to their individual centre report provided after moderation has been completed. In combination, these centre-specific documents and this overall report should help to support centres' internal assessment and moderation practice for future series.

General overview

This year saw the third cohort complete the Geography Entry Level R407. After a preliminary entry of **ten** centres with a candidature of approximately **fifty** entries in the first year (2017), this year saw a great increase to over sixty five centres, some with entries in double figures.

The test that assesses the 'taught' element of the specification, Dynamic World was well answered by a significant proportion of the candidature, indicating a positive approach to the teaching content. The test covers the three teaching topics; Our World, Destructive World, Resourceful World. These are topics that are co-teachable with GCSE Geography allowing curricula flexibility, particularly for centres with smaller candidatures. The test mixes both single mark questions with those demanding slightly longer, more considered answers. Performance in this component varied, as would be expected particularly at this level, with many candidates achieving more than 70% of the marks with fewer struggling to achieve marks at this level.

The Personal Project continues to produce a variety of areas of enquiry. More centres appear to have used the 'Exemplar Tasks' per se, possibly with the influx of new centres seeking a straightforward first venture into this work. It is good to note that many centres have developed local interests, such as where the school gets food or energy from and in the more effective studies candidates develop these ideas further to look at potential sustainability.

Many candidate's make excellent use of the internet to research their work and often make use of presentation skills through the development of PowerPoint presentations. **Most centres print these off for submission to the moderation team, such work could equally be submitted electronically via the repository which would often have the benefit of showing the work in its true form.**

The Field Work Notebook provides an exciting opportunity for candidates at this level who often are very curious yet lack the confidence to go beyond the confines of the classroom in developing their enquiry skills. The awarding of marks in Assessment Objectives Two and Three of the mark scheme is pointing towards data collection, presentation and 'analysis' in the shape of making comments on the data presentation (AO3) and 'fieldwork being drawn together with a summary statement' (AO2). Interestingly fieldwork is referred to in this mark scheme statement, opening up this opportunity.

It is encouraging to see centres making use of varying field study opportunities ranging from class based river studies (often making use of previous GCSE work developed appropriately for Entry Level) to individual studies, often focussing on 'My Place' and changes to the local environment. As noted previously, there is opportunity for overlap with the new GCSE specifications requiring field study to be undertaken. It would be good to see all Entry Level centres embracing this chance to develop the field study element of Geography further. There are many opportunities for fieldwork within the grounds of a centre; such as litter surveys relating littering to pedestrian movements and footfall, environmental scoring of the exterior state of buildings etc.

This year probably saw more need to improve centres' marks. This again may be due to the newer centres not fully grasping the levels within the assessment marking grids. One area of concern is where centres are marking and indicating that all or most of the assessment criteria in an Assessment Objective level have been met (often indicated by 'ticks' alongside the assessment descriptors and reinforced by annotated comments) and yet a mark from the lower end of the mark band is given to the candidate work. It is important to use the full mark range within each level and to remember that the candidates are 'Entry Level' and hence not at GCSE level.

A final point to raise is the need to for assessors to indicate the level of teacher guidance and input in the candidates' completion of tasks. For instance, the Fieldwork Notebook AO1 notes the following statements about teacher support and guidance;

Level 1 – Researches simple geographical facts **with teacher guidance**

Level 2 - Researches some geographical facts **with little teacher guidance**

Level 3 - Researches geographical facts **independently**

It is important that centres indicate the level of guidance candidates have received as this is not always evident in the work submitted.

Most common causes of centres not passing

Incomplete submission of all components

Common misconceptions

Work on PowerPoint could be submitted via the repository to avoid printing

The full range of the marks available in each level mark band is not always used

Avoiding potential malpractice

No evidence of malpractice seen so far

Helpful resources

See OCR website for exemplar materials, these can be downloaded from the CPD hub.

Additional comments

Great to see the increase in centre numbers. We are hoping to see more centres move towards including primary fieldwork in the Fieldwork Notebook task, following possible ideas from this report and the OCR Entry Level webinars.

Please can centres make use of the full range of marks available in the mark schemes and indicate the level of teacher support for candidates.

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