

ENTRY LEVEL

Moderators' report

ENGLISH

R393

For first teaching in 2016

R393/01/02 Summer 2024 series

Contents

| | |
|------------------------------------------------|---|
| Introduction | 3 |
| Online courses | 3 |
| General overview | 4 |
| Comments on Individual Components..... | 6 |
| Spoken Language..... | 6 |
| Reading | 6 |
| Writing | 6 |
| Most common causes of centres not passing..... | 7 |
| Common misconceptions | 7 |
| Avoiding potential malpractice..... | 7 |
| Helpful resources | 7 |

Introduction

Our moderators' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

Online courses

We have created online courses to build your confidence in delivering, marking and administering internal assessment for our qualifications. Courses are available for Cambridge Nationals, GCSE, A Level and Cambridge Technicals (2016).

Cambridge Nationals

All teachers delivering our redeveloped Cambridge Nationals suite from September 2022 are asked to complete the Essentials for the NEA course, which describes how to guide and support your students. You'll receive a certificate which you should retain.

Following this you can also complete a subject-specific Focus on Internal Assessment course for your individual Cambridge Nationals qualification, covering marking and delivery.

GCSE, A Level and Cambridge Technicals (2016)

We recommend all teachers complete the introductory module Building your Confidence in Internal Assessment, which covers key internal assessment and standardisation principles.

Following this you will find a subject-specific course for your individual qualification, covering marking criteria with examples and commentary, along with interactive marking practice.

Accessing our online courses

You can access all our online courses from our teacher support website [Teach Cambridge](#).

You will find links relevant to your subject under Assessment, NEA/Coursework and then Online Courses from the left hand menu on your Subject page.

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email support@ocr.org.uk.

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If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

General overview

R393/01/02 Entry Level Certificate in English is a qualification that covers three components: spoken language, reading and writing. It is made up of 100% internally assessed tasks and tests, which allows a thoroughly flexible approach to assessments.

Centres delivering the R393 Entry Level Certificate in English in 2024 submitted entries for candidates with a range of abilities across the three Entry Levels – Entry Level 1, Entry Level 2 and Entry Level 3. Higher ability Entry Level 3 candidates demonstrated readiness to move to the next level of study, such as OCR GCSE English Language (9-1), J351.

Most teachers chose some good and challenging topics for the spoken language and writing components, which motivated and engaged the candidates to perform to their best ability and to achieve to their full potential.

In the main, the teachers' assessment decisions were accurate. The Internal Assessment Forms were generally completed in a detailed way, giving some excellent justification for the allocation of marks.

Many teachers also included copies of the spoken language and writing marking criteria grids, with highlighted sections to provide reasoning as to how the marks had been given. This was extremely helpful for the external moderation team.

Overall, the administration was good, although there were instances of delays when centres either:

- entered marks on Submit for Assessment, but did not send the candidates' assessment work to the external moderator
- sent the assessment work to the external moderator but did not enter the marks on Interchange.
- submitted the practice reading papers instead of the unseen ones.

To make sure that the external moderation process runs smoothly, centres should enter the candidates' marks on Interchange and then make sure that the external moderator is in receipt of the candidates' assessment work as quickly as possible. The candidates' work can be submitted by:

- using a secure postal service, such as recorded delivery
- uploading the work to the Submit to Assessment.

It is vital that centres submit work for all components undertaken by the candidates, e.g. the spoken language recording(s), the reading assessments and the imaginative and informative written work.

Where there is a problem in submitting any of the marks, for example in spoken language, please contact OCR as soon as possible, so that advice can be sought, and information can be included as to why there may be missing marks when you send your packs to the external moderator.

The external moderation team enjoyed listening to and watching some lively spoken language assessments and reading some very interesting pieces of writing.

| Candidates who did well generally: | Candidates who did less well generally: |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • used a motivating topic which suited their interests for the role-play or discussion • researched and planned for their spoken language activity • allotted sufficient time to carefully read the texts in both the literary and non-fiction tasks • made sure they were able to identify facts and opinions in texts • used interesting topics which suited their interests in both the informative and imaginative writing • made sure that there was clear and logical organisation of information and ideas in their writing. | <ul style="list-style-type: none"> • used a topic which did not provide enough scope to make developed contributions in the spoken language activity • did not spend sufficient time planning or researching before the role-play or discussion • did not read the literary and non-fiction tasks in detail • made little effort to summarise information from the reading texts • used a format for the writing which did not provide scope to demonstrate sustained writing • did not use accurate spelling, punctuation and grammar. |

Comments on Individual Components

Spoken Language

For the Spoken Language component, candidates are required to take part in either a role-play or a discussion. Topics can be chosen that best suit the candidates' interests. Some examples of interesting topics that were selected included:

- a discussion about their favourite food and drink
- a question and answer session with the teacher about their views on school and hopes for the future
- a presentation to the whole class with questions asked and answered afterwards.
- a discussion about sport students' play
- a holiday complaint role-play
- Room 101
- a discussion about gaming.

Some topics chosen did not allow the candidates to make developed contributions, such as:

- going to McDonald's for an interview for a part-time job
- a discussion about their favourite holiday destination
- a discussion about characters from a suggested film
- a role-play about a complaint to the local council.

Reading

The reading component requires candidates to respond to two reading texts. They must be able to understand a non-fiction text and understand a literary fiction text. OCR provides a selection of six non-fiction texts and six literary fiction texts. This allows teachers to choose texts that they believe will suit the candidates the most. There are some sample practice texts, but the two submitted reading texts must be from one of the six texts provided for both elements.

Writing

The writing component requires candidates to write an informative piece and an imaginative piece. As with the spoken language, topics can be chosen that best suit the candidates' interests. Some examples of interesting topics that were selected included:

- is Christmas a waste or a wonder?
- review of a book – e.g. 'Holes'
- a letter to a Year 11 student about college
- should boxing be banned? A story that had the title, 'The Abandoned House'
- a story that had the title, 'The Abandoned House'
- a story that began with: 'I wish I had never done that...'

Some topics chosen did not allow the candidates to demonstrate sustained writing, such as:

- a day at the park
- a description inspired by an image (E.g. moon landing)
- a story that creates a dramatic event
- my favourite holiday
- a complaint about a holiday or a restaurant.

Stronger responses included effective paragraphing, correct spelling, basic punctuation, and grammar.

Assessment for learning



Encourage candidates to choose spoken language and writing topics that will motivate them to achieve to their best ability. Support candidates to spell common, monosyllabic, and polysyllabic words correctly and to use grammar and basic punctuation accurately.

Most common causes of centres not passing

The R393 Entry Level Certificate in English consists of 100% internally assessed tasks and tests, which are externally moderated by OCR. This means that only candidates who have achieved a pass are entered for the qualification.

Common misconceptions

It is optional to use the OCR exemplar topics on the R393 website for the Spoken Language and writing components, but not the reading exemplar material. Centres may choose any topic that will motivate and engage candidates to achieve their full potential.

Avoiding potential malpractice

Encourage candidates to take responsibility for their progress and signpost them to the marking criteria and Assessment Objectives.

Make sure all record keeping (e.g. the Internal Assessment Forms) is up to date and accurate. Make sure that all spoken language recordings are in a compatible audio/video format, e.g. MPEG (*.mp3) and are safely stored and ready to be provided to the OCR external moderator.

If written work is completed on a word processor, then the spelling, grammar and punctuation checker must be disabled. Internal assessors must annotate and sign the work to verify that these have been disabled.

Helpful resources

[The OCR Teacher's Handbook for the R393 qualification](#)

[Skills Guide: The OCR Guide to Spelling, Punctuation and Grammar](#)

[The OCR Entry Level Guide to Finding Out](#)

Supporting you

Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

Don't have access? If your school or college teaches any OCR qualifications, please contact your exams officer. You can [forward them this link](#) to help get you started.

Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

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Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

Signed up for ExamBuilder?

[ExamBuilder](#) is a free test-building platform, providing unlimited users exclusively for staff at OCR centres with an [Interchange](#) account.

Choose from a large bank of questions to build personalised tests and custom mark schemes, with the option to add custom cover pages to simulate real examinations. You can also edit and download complete past papers.

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You will need an Interchange account to access our digital products. If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

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