

ENTRY LEVEL

Moderators' report

GEOGRAPHY

R407

For first teaching in 2016

R407/01/02 Summer 2024 series

Contents

Introduction3

General overview4

Most common causes of centres not passing.....7

Avoiding potential malpractice.....7

Helpful resources7

Additional comments.....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).

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.

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

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

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General overview

It is very pleasing to see the way the entries for the specification have continued to grow over the past few years.

The Test

The test assessing the 'taught' element of the specification, Dynamic World, continues to be well answered by a significant proportion of the cohort, with many candidates achieving more than 75% of the marks, indicating a positive approach to the teaching of the specification. The test covers three teaching topics: Our World, Destructive World and Resourceful World allowing these to be co-teachable with GCSE Geography giving greater curricula flexibility, particularly for centres with smaller cohorts.

The test mixes both single mark questions with those demanding slightly longer, more developed responses. Marking of this aspect varied with some centres being generous in their interpretation of a developed response and in some cases the opposite and not crediting a developed response. For example, questions 1(b)(i) which asks, 'Describe **one** problem for the UK city you have learnt about.' and 1(b)(ii) 'Explain **one** solution to that problem'. This requires some development or explanation of the problem and similarly the solution, not two problems.

Assessment for learning



The moderators' report from 2022 contains example answers which are useful for centres to see how marks are allocated and the need for moderation.

The 2022 report also notes the addition of the original markers comment of 'dev' (development), this is helpful to the external OCR moderator in understanding how the original marker has arrived at the mark given. You can find the moderators' report here on [Teach Cambridge](#).

The Personal Project

The Personal Project continues to involve a variety of areas of enquiry. Most centres focus on fair trade, rainforests, floods, earthquake and volcanoes. It is excellent to see centres have developed local interests, such as where the centre gets food or energy from. The better studies develop these ideas further to look at potential sustainability.

Many candidates 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. **Please consider submitting these electronically in the interests of sustainability.** This can often also have the benefit of showing the work in its true form.

The best projects have a clear overarching question, which enables the candidates to draw their findings together into a conclusion. The project can be further developed using sub questions. Including references of the sources used, this helps the candidates to perform better in this element of the qualification.

The Fieldwork Notebook

The Fieldwork Notebook provides opportunities for students at this level to develop their enquiry skills. The crediting of marks in Assessment Objectives 2 (AO2) and 3 (AO3) of the mark scheme includes data collection, presentation and 'analysis'. Centres are asked to make comments on the data presentation (AO3) and 'fieldwork being drawn together with a summary statement' (AO2). This suggests that fieldwork data should be included in the Fieldwork Notebook, whether using primary or secondary fieldwork sources.

It is encouraging to see centres continuing to make use of varying field study opportunities including visiting the coast, river, town centre or the school grounds. There is the opportunity for overlap with GCSE specifications field study. It would be good to see all Entry Level centres embracing this chance to develop the field study side of geographic study further.

There are many opportunities within the grounds of a centre: infiltration surveys, transport surveys, environmental quality surveys, microclimate studies, in addition to traditional field study beyond the immediate centre location.

The most successful Fieldwork Notebooks include:

- An overarching **title** to investigate.
- Clear **location** of fieldwork.
- A **methodology** with clear instructions for completing the fieldwork and limitations of their data collection.
- A **risk assessment**.
- Accurately **presented data** e.g. a graph or a map.
- **Analysis** of their results.
- An overall **conclusion** drawing together their findings.

Candidates who did well generally:	Candidates who did less well generally:
<ul style="list-style-type: none"> • Complete all the questions in the test • Fieldwork project includes <ul style="list-style-type: none"> ○ Location ○ Methodology ○ Risk assessment ○ Data collection ○ Data presentation ○ Analysis ○ Conclusion • Personal Project includes <ul style="list-style-type: none"> ○ An overarching question ○ Key questions ○ Range of data presentation ○ Description of findings ○ Conclusion ○ Sources of data 	<ul style="list-style-type: none"> • Some elements are missing or incomplete • Too many pieces of fieldwork data collected so report lacks focus • Personal Project did not include sources.

Most common causes of centres not passing

Centres who did not use the mark scheme to help plan their work, resulted in work being undertaken but not meeting the assessment criteria. For example, in the Fieldwork Project many centres omitted a risk assessment or a methodology. In the Personal Project the lack of an overarching title meant that candidates found it difficult to successfully conclude their project.

Misconception



Some centres credited discussion with candidates in their final marks. However, marks can only be awarded for the work produced by candidates. It is at the teacher's discretion to award marks for the level of independence used.

Avoiding potential malpractice

All candidates need to undertake their own work, rather than submitting identical work completed as a group. Candidates need to include the sources used in their Personal Project.

Helpful resources

[Assessment guide: Building your confidence in internal assessment \(R407\) Candidate cover sheet CCS431](#)

Additional comments

It is important when marking candidate work to use the full mark range within each level and to remember that the candidates are 'Entry Level' and hence not at GCSE level.

One area of concern is where centres are 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 comments) and yet a mark from the lower end of the mark band is given.

A very important point to raise is the need for centres to indicate the level of teacher guidance and input in the candidates' completion of tasks as this is not always evident in the work submitted. For instance, the Fieldwork Notebook AO1 identifies the following statements about teacher support and guidance:

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

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

Level 3 - research geographical facts **independently**.

Most centres do make very effective use of the "[Candidate Cover Sheet \(CCS431\)](#)" to provide the overall mark and marks for the Test, Fieldwork Notebook and the Personal Project.

Moderators really do need as much detail on supporting paperwork as possible, particularly the level of independence of the work, as some aspects of the marking are not directly 'visible' in the 'written work'.

It is essential that Moderators have access to accurate and detailed paperwork, so that they do not have to chase centres for this at the start of the moderation process. Please ensure the following is available:

The following would be a minimum 'list':

- All candidates' work which includes the **Test** (full paper not just the front cover), **Fieldwork Notebook and Personal Project**, for every candidate in the sample.
- The [Candidate Cover Sheet \(CCS431\)](#) for each candidate, correctly and completely filled in with candidate and centre name, candidate examination number (OCR's software shows candidate numbers NOT candidate names), the total mark for all three components (correctly added), the marking decisions for the Fieldwork Notebook and Personal Project on the appropriate parts of CCS431
- Work sent in a manner allowing accurate moderation.
- Electronically submitted work should include all information in **a single file for each element** and the **candidate cover sheet**.
- Posted work would typically be on A4 sheets and where there are several components for each candidate, each having the names and exam number included. If you wish to develop work as posters for display, etc., please remove the sheets of candidate work and post in this format. The **candidate cover sheet** also needs to be included.

OCR support



If you need support delivering Entry Level Geography as well as marking and centre moderation, then our [building your confidence in internal assessment \(R407\)](#) takes you through this. Examples of candidate work are used to show how they have been marked and moderated.

Supporting you

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