

Moderators' report

ENTRY LEVEL

GEOGRAPHY

OCR Entry Level Certificate in Geography

R407

For first teaching in 2016

R407/01/02 Summer 2025 series

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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 the 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 comment on the quality of centre assessment decisions against individual Learning Objectives. The 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 other sources of information that centre assessors will find helpful.

OCR completes moderation of centre-assessed work 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 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.

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 Cambridge Nationals suite 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 module on Online courses – NEA for their subject. These courses provide subject-specific information about course content; how to prepare for planning, marking and submitting; and support with understanding the marking criteria.

Accessing our online courses

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

These free online courses currently cover the end-to-end NEA process for teachers. You'll find the link to the **Online courses** under the **Assessment** or **Training** tab – hover over **Assessment** or **Training** on the horizontal menu and select **Online courses** from the dropdown.

These self-paced online courses are intended for any teachers. During the course, you will engage with interactive content on subjects such as guidance on unit content, structure and administrative processes.

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

General overview

It is very pleasing to see the way the entries for the specification have continued to grow. More centres are submitting their work online through 'Submit for Assessment'. Please consider submitting electronically in the interests of sustainability. The candidate coversheets are well-completed by centres, giving detailed comments about the candidates' performance and levels of independence used when completing the work. Copies of these are available on [Teach Cambridge](#).

Tests

The test covers three teaching topics: Our World, Destructive World and Resourceful World.

The tests were completed well by the candidates and marked with accuracy.

It is worth noting that for Question 1 (b) (i) on Test 1 and Question 2 (b) (i) and Question 5 (c) on Test 2, no mark is given for identifying a suitable example.

For Question 3 (b) and Question 6 (c) on Test 1 and Question (2) (b) (ii), Question 3 (b) and Question 6 (b) on Test 2, the candidates need to identify a suitable point for 1 mark and develop this to achieve the second mark. The tests and mark schemes are available on [Teach Cambridge](#).

Assessment for learning

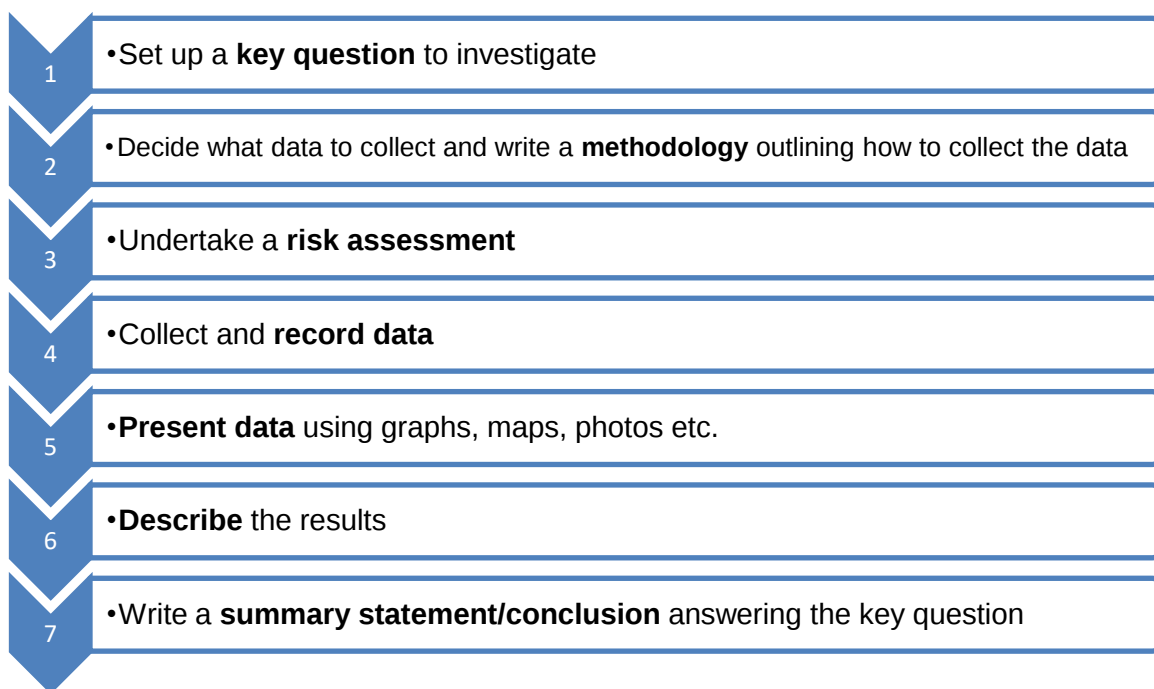


The moderators' report from 2022 contains example answers which are useful for centres to see how marks are allocated and the need for moderation.

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](#).

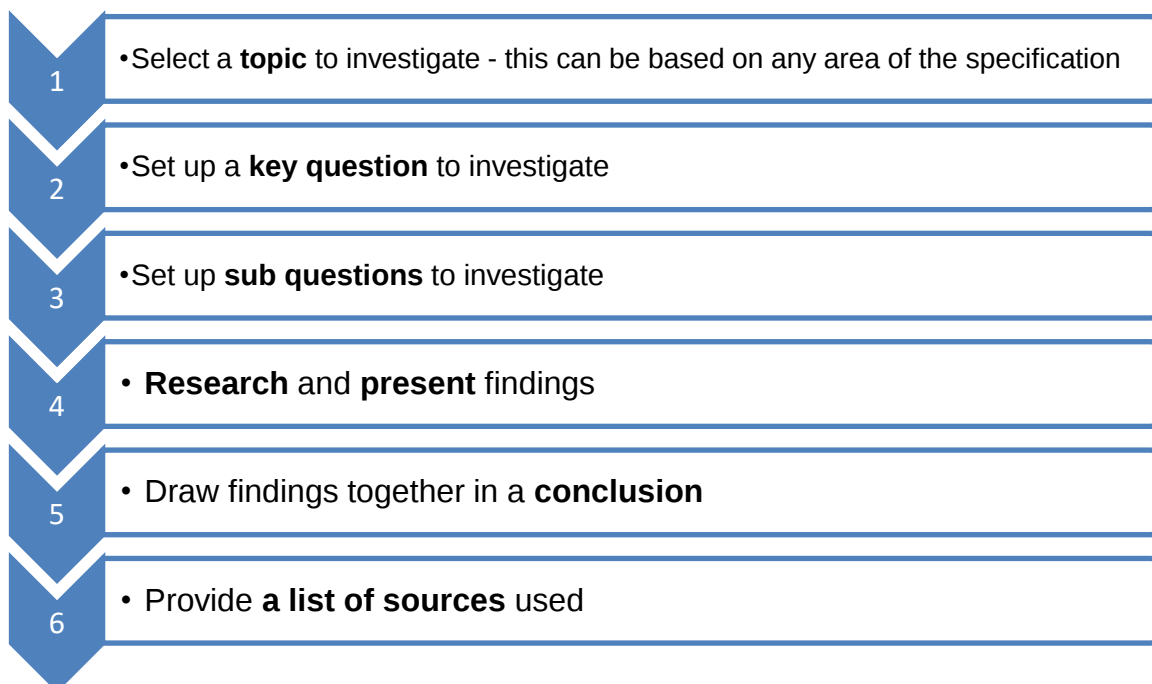
Fieldwork Notebook

A wide range of studies were undertaken by centres investigating for example: fair trade, energy use in schools, coastal defences, tourism and infiltration. Candidates that had a clear sequence of enquiry and an overarching question were able to achieve higher marks. Full marks can be achieved by investigating **one** topic or question. A checklist of elements that should be included in the Fieldwork Notebook is given below:



Personal Project

Candidates have been able to demonstrate good research and computer skills in their projects. Topics included volcanoes, earthquakes, tropical rainforests and global warming. Candidates can investigate any topic based on an area of the specification. Full marks can be achieved by investigating **one** topic or question. The best projects had a clear overarching question which the candidates investigated and concluded at the end. Candidates can secure higher marks by including a conclusion to draw the study together and a list of sources. A checklist of elements that should be included in the Personal Project is given below:



Candidates who did well generally:	Candidates who did less well generally:
- completed all sections of the assessment - used conclusions in the Fieldwork Notebook and Personal Project to draw their findings together - undertook primary data collection in their local area for their Fieldwork Notebook - used a range of sources to investigate the topic of their Personal Project - responded to clear research titles or key questions.	- had some elements missing or incomplete - collected too many pieces of fieldwork data so the Fieldwork Notebook lacked focus and depth - did not include a risk assessment for collecting the data in their Fieldwork Notebook - investigated too many topics for the Personal Project so the project lacked focus - did not include sources in the Personal Project.

Most common causes of centres not passing

Centres who did not pass often had not used the mark scheme to help plan their work. This resulted in work being undertaken but not meeting the assessment criteria. For example, in the Fieldwork Notebook 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. Finally, work being structured through use of gap fills supported less successful responses but constrained the more successful candidates, by not allowing them to investigate independently and in greater depth.

Common misconceptions

Marks can only be given for the work produced by candidates. However, some centres credited discussions with candidates as evidence, which is not creditworthy. It is at the teacher's discretion to award marks for the level of independence used throughout.

Avoiding potential malpractice

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

Helpful resources

Interactive [Candidate cover sheet](#)

[Royal Geographical Society](#) resources and advice for fieldwork in centres.

The [Geographical Association](#) resources and advice for fieldwork in centres.

[Field Studies Council](#) resources and advice for fieldwork in centres.

OCR support



If you need support delivering Entry Level Geography as well as marking and internal moderation, then [our Assessment guide: 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.

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 not at GCSE Level.

Centres need to give as much detail on supporting paperwork as possible, particularly the level of independence of the work. Some aspects of the marking are not directly 'visible' in the 'written work', i.e. the level of independence shown by the candidate.

It is essential that OCR moderators have access to accurate and detailed paperwork, so that they do not have to contact centres for this at the start of the moderation process. Please make sure the following is available:

- **Test/Exam** (full paper not just the front cover)
- **Fieldwork Notebook**
- **Personal Project**
- The [Candidate Cover Sheet \(CCS431\)](#) for each candidate, with the total mark for all three components (**correctly added**).

When submitting work please make sure:

- Electronically submitted work should include all information in **a single document for each element** and the **candidate cover sheet**. **This is the preferred method of submission.**
- Posted work would typically have the candidates' names and exam number and the work should be grouped by candidate. Please do not put each piece of work into separate plastic wallets. The **candidate cover sheet** also needs to be included.

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

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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.

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Free for all OCR centres with an Interchange account, it allows unlimited users per centre. We require an [Interchange](#) username to verify your centre's users for ExamBuilder.

If you do not have an Interchange account, please contact your centre administrator (usually the Exams Officer) to request a username.

Once you have an Interchange username, use the form on [this page](#) to sign up for ExamBuilder, or ask an existing user at your centre to create an ExamBuilder account for you.

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