

<b>Session</b>	<b>June</b>	<b>Year</b>		Please read the instructions printed at the end of this form. One of these sheets, suitably completed, should be attached to the assessed work of each candidate.
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<b>Centre Name</b>		<b>Centre Number</b>	
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<b>Candidate Name</b>		<b>Candidate Number</b>	
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	Evidence Submitted				Total Mark
<b>Task 1 Key Theme Project</b> (60)					
<b>Task 2 End of Course Test</b> (40)	<b>Option 1</b>		<b>Option 2</b>		
	<b>Overall Total (100)</b>				

<b>Please tick to indicate this work has been standardised</b>	
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Marking Criteria			Teacher Comment	Page No.	Mark
Level One	Level Two	Level Three			
<b>Knowledge</b>					
AO1	<input type="checkbox"/> Researches some simple geographical facts with teacher help <input type="checkbox"/> Demonstrates limited knowledge about places, environments and themes <input type="checkbox"/> Knows few geographical facts <p style="text-align: right;"><b>(0 - 5 Marks)</b></p>	<input type="checkbox"/> Researches some geographical facts with little teacher help <input type="checkbox"/> Demonstrates some knowledge of places, environments and themes <input type="checkbox"/> Knows some geographical facts <p style="text-align: right;"><b>(6 - 10 Marks)</b></p>	<input type="checkbox"/> Researches geographical facts independently <input type="checkbox"/> Demonstrates knowledge of places, environments and themes and how they are linked at a simple level <input type="checkbox"/> Knows some geographical facts and terminology <p style="text-align: right;"><b>(11 - 15 Marks)</b></p>		

Understanding & Application of Knowledge			Teacher Comment	Page No.	Mark
AO2	<input type="checkbox"/> Limited awareness of relevant geographical processes and issues <input type="checkbox"/> Uses information with much teacher guidance <input type="checkbox"/> Gives very basic descriptions of patterns and relationships only with teacher guidance <input type="checkbox"/> Limited awareness that different people may have different views on geographical issues <input type="checkbox"/> Application of knowledge displays inaccuracies <p style="text-align: right;"><b>(0 - 5 Marks)</b></p>	<input type="checkbox"/> Aware of some relevant geographical processes and issues <input type="checkbox"/> Uses information with little teacher guidance <input type="checkbox"/> Gives very basic descriptions of patterns and relationships <input type="checkbox"/> Some awareness that different people may have different views on geographical issues <input type="checkbox"/> Application of knowledge is sometimes accurate <p style="text-align: right;"><b>(6 – 10 Marks)</b></p>	<input type="checkbox"/> Aware of relevant geographical processes and issues <input type="checkbox"/> Uses information independently <input type="checkbox"/> Gives basic descriptions of patterns and relationships <input type="checkbox"/> Awareness that different people may have different views on geographical issues <input type="checkbox"/> Application of knowledge is usually accurate <p style="text-align: right;"><b>(11 – 15 Marks)</b></p>		
Skills			Teacher Comment	Page No.	Mark
AO3	<input type="checkbox"/> Able to follow simple instructions <input type="checkbox"/> Collects and records some data from limited sources <input type="checkbox"/> Draws very simple maps and diagrams <input type="checkbox"/> Makes basic comments on maps and diagrams <input type="checkbox"/> Uses ICT in a basic manner <input type="checkbox"/> Attempts to describe data collected, with little or no attempt at explanation or conclusion <input type="checkbox"/> Makes a limited attempt to suggest simple solutions to issues <p style="text-align: right;"><b>(0 - 10 Marks)</b></p>	<input type="checkbox"/> Follows simple instructions well <input type="checkbox"/> Collects and records data from various sources <input type="checkbox"/> Draws simple maps and diagrams <input type="checkbox"/> Attempts to describe simple maps and diagrams <input type="checkbox"/> Uses ICT appropriately <input type="checkbox"/> Describes data collected with some attempt at simple explanation and conclusion <input type="checkbox"/> Makes some attempt to suggest simple solutions to issues <p style="text-align: right;"><b>(11 – 20 Marks)</b></p>	<input type="checkbox"/> Follows simple instructions very well <input type="checkbox"/> Collects and records a range of data from various sources <input type="checkbox"/> Draws quite effective maps and diagrams <input type="checkbox"/> Describes simple patterns shown by maps and diagrams <input type="checkbox"/> Uses ICT appropriately and with regard to purpose and audience <input type="checkbox"/> Describes data collected and attempts explanations and conclusions <input type="checkbox"/> Suggests simple solutions to issues <p style="text-align: right;"><b>(21 – 30 Marks)</b></p>		

Please note: This form may be updated on an annual basis. The current version of this form will be available on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).

### Guidance on Completion of this form

- 1 **One** Coversheet should be used for each candidate. Please ensure that the appropriate boxes at the top of the form are completed.
- 2 Transcribe the total mark from the End of Course Test Coversheet to the front cover and select which test is submitted.
- 3 Please enter comments and page references where evidence can be found in Task 1 Key Theme Project. Indicate which parts of the text in the AOs the evidence relates to by either highlighting, ticking or underlining.
- 4 Enter the mark awarded for each AO of the marking criteria in the relevant mark column.
- 5 Add the marks for the AOs together to give a total out of 60 for the Key Theme Project. Enter this total in the relevant box on the front cover.
- 6 Calculate the overall total out of 100 and enter in the relevant box. Tick to indicate that the work has been standardised internally.
- 7 Include evidence for both tasks (including End of Course Test Coversheet) with this form.