



ELC

Geography

Entry Level Certificate R407

OCR Report to Centres June 2017

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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General Comments:

This is the completion of the first assessment for the reformed Geography Entry Level R407. Some **ten** centres entered approximately **fifty** candidates. As this specification is currently running parallel to the existing R406 specification it is anticipated that numbers will increase as centres transfer to this reformed specification, particularly once R406 terminates in June 2018.

Having moderated both specifications it is easy to see the potential for transfer of ideas and delivery of assessments from R406 to R407. The advantage of R407 is its opportunity to develop further the work assessed by other means than a ‘test/examination’, often a big advantage for candidates at this level. This new development is the Field Work Note Book, awarding a potential thirty percent of the final raw mark for each candidate.

The test assesses the ‘taught’ element of the specification, Dynamic World. It 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 longer, more considered answers. Performance within this component varied, with many candidates achieving in excess of 70% of the marks yet with some struggling to attain marks well below this.

The Personal Project, very similar to R406’s Key Theme Project produced a variety of areas of enquiry. Many centres appear to have used the ‘Exemplar Tasks’ per se or have developed these to allow for local interests and possibly overlap with other teaching. Many candidates make excellent use of the internet to research their work and often make use of presentational skills through the development of PowerPoint presentations. Most centres print these off for submission to the moderation team, perhaps a more sustainable approach could be electronic submission through a USB drive, CD Rom etc., which would often have the benefit of showing the work in its true form.

The Field Work Note Book is the newer development at Entry Level Geography and provides an exciting opportunity for students 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 marking criteria statement opening up this opportunity.

Some centres grasped this opportunity wholeheartedly, setting up field work for the candidates, locally based or even using GCSE field work scaled to an appropriate level and marked using the criteria for this specification. There is an 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 aspect of Geography further.

Many opportunities lie within the grounds of a school; litter surveys relating littering to pedestrian movements and footfall, environmental scoring of the exterior state of buildings etc. within the school site, microclimate studies, locating new outdoor seating areas all spring to mind in addition to traditional field study beyond the immediate school location.

This does not demean the work based more heavily on secondary data collected through the internet, local media, school records of field data collection etc. but opens the scope to develop this further and/or in tandem with GCSE Geography classes.

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