



ELC

Geography

Entry Level Certificate R406

OCR Report to Centres June 2016

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It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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

Encouragingly the good work of centres entering candidates for R406 continues. The marked step up in the level of preparation of work and resources and work from candidates continues. It is now extremely rare to see incomplete work or work at the lower end of the mark range. It was pleasing to see some centres varying their work, a very positive development.

On a positive note, it was good to see few centres' key theme projects reverting to a regurgitation of Geography texts.

Having written that "the new format of an internal investigation and a centre administered 'examination' continues to work well" in previous reports, it is sad that I have to note centres not submitting the internal 'examination' and/or candidates failing to complete one of the two elements of the assessment.

As previously noted the internal investigation continues to see a variety of themes being addressed. Most centres developed one piece of work, in some cases using the work planned for GCSE studies and adapting the delivery and assessment of the resulting study. A few centres developed a series of mini investigations which also worked very successfully. Where GCSE work has been 'recycled' for ELC, centres are now well aware of their responsibility to ensure that the ELC mark sheet is applied to the work and that annotation is utilised to demonstrate to the moderator where the various criteria have been met in the candidate's work.

Again there was a wide variety of work developed and used. Very few, if any centres now appear to use ideas from the exemplar work on the OCR website, as confidence in planning a specific course to tailor to the local needs of the community the school serves and the specific interests and/or needs of the students following the course develops. Most centres introduced an aspect of primary data collection though a few chose to base their work on secondary research, particularly when studying hazards. The range of themes included; changes/growth in urban areas, physical geography investigations of coasts or rivers, natural hazards (mostly through secondary research) and 'my place'. There was no dominant theme in this range of studies though urban data collection was more common than the use of rural areas for field work.

It is refreshing to see students at ELC level developing extended studies, obviously having spent a considerable amount of time researching and presenting their information. Many centres now make excellent use of ICT facilities to develop this work. Personal teaching experience suggests that students at this level are often motivated by the ability to produce professional looking work through ICT and will then take a greater sense of ownership of their studies. The work seen again this June certainly bears out this idea.

Centres are starting to make good use of ICT to develop their studies with PowerPoint presentations. It is possible for this work to be saved to a CD-ROM or USB memory drive and sent in such a format to the moderators.

The internally administered examination once again proved very successful with little evidence of misinterpretation of the extended answer tasks within the papers.

Administration throughout was felt to be very good by the moderation team. Thank you to all centres entering students for this assessment, this certainly helps the process to run smoother and quicker.

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Finally, attention must be drawn to OCR's website where documents and materials for the specification can be found. These include exemplar 'examinations', exemplar key theme internal assessments, mark sheets and some possible lesson details. For centres considering this specification these details should prove very helpful.

We are excited to have developed a new Geography Entry Level available for first teach in September 2016 to be co-teachable with the new GCSE (9-1) Geography specifications.

The new Entry Level has been developed to encourage learners to think like Geographers through an enquiry approach to contemporary topics of study including UK Geography, flooding and tropical rainforests. Opportunities to study contemporary case studies at a range of scales is a key feature of the specification as is the chance to explore fieldwork. There is also scope to develop transferable skills beyond the specification through the Fieldwork Notebook and Personal Project Tasks.

You can continue to teach our existing Entry Level Certificates (R406) and we will notify you of any changes. Further information can be obtained from the Geography Subject Specialists at OCR.

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