

# ENTRY LEVEL CERTIFICATE

*Moderators' report*

# ENGLISH

**R393**


For first teaching in 2016

## **R393/01/02 Summer 2019 series**

Version 1

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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 our 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 comments on the quality of centre assessment decisions against individual Learning Objectives. This 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 to other sources of information that centre assessors will find helpful.

OCR completes moderation of centre-assessed work in order 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 in order 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.

## General overview

Centres delivering the R393 Entry Level Certificate in English submitted entries for candidates with a range of abilities across the three Entry Levels. Many Entry Level 3 responses showed candidates to be highly capable across all three components. Those responses demonstrated candidates' readiness to move to the next level of study, e.g. OCR GCSE (9-1) in English Language. Other candidates, ranged from higher ability Entry Level 2 to those with lower ability, who found one or more of the components challenging at Entry Level 1.

The majority of teachers chose topics that suited the candidates' interests. In these cases, the tasks were clearly motivating and engaging for the candidates. This good practice supported the candidates in being able to achieve to their full potential.

Overall, the teachers' assessment decisions were accurate. Most teachers justified their assessment decisions in their written comments on the Internal Assessment Forms. Most of these forms were well-detailed and correctly completed. Teachers were good at recording the level of independence and support given in each of the components. Where support had been given, teachers made correct adjustments to the allocation of the marks. Some teachers included copies of the mark schemes, for the spoken language and writing components, and had highlighted these to justify the mark that they had given. This was very helpful for the external moderators.

Administration was satisfactory, although could be improved on. At times, the moderation process was delayed. Delays occurred when centres:

- entered the candidates' marks on Interchange, but did not send the candidates' assessment work to the external moderator
- submitted the candidates' assessment work to the external moderator, but did not enter the marks on Interchange
- entered the candidates' marks on Interchange and submitted the candidates' work for external moderation, but did not include the audio recordings for the spoken language component.

To help the external moderation process run smoothly, centres should enter the candidates' marks on Interchange and then submit the candidates' assessment work (including the spoken language audio recordings) for external moderation as quickly as possible.

Some centres entered candidates for OCR Repository external moderation. However, the majority of centres submitted candidates' work using the postal external moderation option.

# Comments on Individual Components

## Spoken language

Many audio recordings clearly detailed who was being assessed at any one time. In these cases, either the teacher or the candidate introduced themselves. This is good practice.

For the spoken language component, candidates are required to take part in either a role-play or a discussion. Overall, teachers were skilled at selecting the task that best suited their candidates' abilities. Many teachers chose some good and challenging topics, which allowed the candidates to gain marks in Band 3. The topics included 'Why we should use less plastic', 'The pros and cons of using mobile phones', 'How to improve your health', etc.

Occasionally, teachers selected tasks that were limiting for the candidates. Some candidates took part in a role-play centred around 'ordering food' or 'returning a product to a shop'. These tasks do not really provide enough scope for the candidates to achieve high marks. For example, in a role-play about returning a product to a shop, it is difficult for candidates to demonstrate that they can make developed contributions to the discussion or role-play and will attempt explanations and use detail in descriptions.

Teachers' assessment judgements were, in the main, correct and the marks were rarely adjusted during the external moderation process. Many candidates made developed contributions, used developed vocabulary, spoke fluently and audibly and were comprehensible throughout the assessment. These candidates were able to achieve Entry Level 3 marks. Candidates, who achieved Entry Level 2 or lower, spoke more briefly, using simple vocabulary and often needed support from the teacher to encourage them to provide further detail.

## Reading

The reading component requires the candidates to respond to two reading tasks. They must be able to:

- understand a non-fiction text
- understand a literary text.

OCR provides centres with a selection of six non-fiction text assessments and six literary text assessments. This provides scope for centres to choose the assessments that they feel will best suit their candidates.

Overall, the assessments were correctly marked according to the mark schemes.

## Writing

The writing component requires the candidates to respond to two writing tasks. They must be able to:

- write informatively
- write imaginatively.

As with the spoken language and reading components, teachers were, overall, able to select tasks that best suited their candidates' abilities and interests. Many teachers chose some good and challenging topics, which allowed the candidates to gain marks in Band 3. This meant that candidates demonstrated evidence of sustained writing, which was well-organised and structured. These candidates also showed some skill at using correct spelling, punctuation and grammar. The topics included 'I never thought it would be like this – Homelessness', 'Why PE lessons in schools are important', 'A review – Of Mice and Men', etc.

There were some occasions where teachers selected tasks that were limiting for the candidates, for example, 'An advertisement for a chocolate bar' or 'A recipe to make pancakes'. These types of tasks do

not really provide good opportunities for the candidates to achieve high marks. Candidates, who achieved Band 2 or lower, wrote using mainly simple sentences and spelling, punctuation and grammar was either generally or sometimes accurate.

Overall, the writing marks were allocated correctly by teachers. This meant that external moderation adjustments were seldom made.

## Most common causes of centres not passing

The R393 Entry Level Certificate in English qualification is made up of 100% internally assessed tasks and tests. The tasks and tests are then externally moderated by OCR. Therefore, only candidates who have achieved a pass are entered for the qualification.

## Common misconceptions

Some candidates are given scripts to help them in the spoken language component. This limits the marks that they can be given. Candidates should be encouraged to engage in a variety of role-plays and discussions throughout the year to best prepare them for the assessment. This may involve a high level of support at the start of the programme, with this being reduced as time goes on.

In the reading component, candidates often find it difficult to comment on language choices. Teaching and learning should provide opportunities for candidates to explore the variety of language features that writers use, e.g. metaphors, similes, alliteration, personal experiences, etc.

Difficulties that some candidates face when creating written texts, is to write using accurate spelling, punctuation and grammar. Therefore, candidates need to learn and practise the skills required to write texts using accurate spelling, punctuation and grammar.

## Avoiding potential malpractice

Many candidates complete the writing tasks using a word processor. This is allowed, but spell check and grammar check must be disabled. When candidates have completed work electronically, internal examiners must annotate and sign the work to verify that spell check and grammar check was disabled.

## Helpful resources

This is a link to the OCR Teacher's Handbook for the qualification:

<https://www.ocr.org.uk/Images/329286-teachers-handbook.pdf>

This is a link to 'The OCR Guide to Spelling, Punctuation and Grammar':

<https://www.ocr.org.uk/Images/168843-the-ocr-guide-to-spelling-punctuation-and-grammar-spag-.pdf>

## Supporting you

For further details of this qualification please visit the subject webpage.

### Review of results

If any of your students' results are not as expected, you may wish to consider one of our review of results services. For full information about the options available visit the [OCR website](#). If university places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications.

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[www.ocr.org.uk](http://www.ocr.org.uk)



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