OCR

Oxford Cambridge and RSA

ENTRY LEVEL

Moderators' report

ENGLISH

R393

For first teaching in 2016

R393/01/02 Summer 2023 series

Contents

Introduction

Our moderators' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

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General overview

R393/01/02 Entry Level Certificate in English is a qualification that covers three components: spoken language, reading and writing. It is made up of 100% internally assessed tasks and tests, which allows a thoroughly flexible approach to assessments.

Centres delivering the R393 Entry Level Certificate in English in 2023 submitted entries for candidates with a range of abilities across the three Entry Levels – Entry Level 1, Entry Level 2 and Entry Level 3. Higher ability Entry Level 3 candidates demonstrated readiness to move to the next level of study, such as OCR GCSE English Language (9-1) – J351.

Most teachers chose some good and challenging topics for the spoken language and writing components, which motivated and engaged the candidates to perform to their best ability and to achieve to their full potential.

In the main, the teachers' assessment decisions were accurate. The Internal Assessment Forms were generally completed in a detailed way, giving some excellent justification for the allocation of marks. Many teachers also included copies of the spoken language and writing marking criteria grids, with highlighted sections to provide reasoning as to how the marks had been given. This was extremely helpful for the external moderation team.

Overall, the administration was good, although there were instances of delays when centres either:

- entered marks on Submit for Assessment, but did not send the candidates' assessment work to the external moderator

- sent the assessment work to the external moderator but did not enter the marks on Interchange.

To make sure that the external moderation process runs smoothly, centres should enter the candidates' marks on Interchange and then make sure that the external moderator is in receipt of the candidates' assessment work as quickly as possible. The candidates' work can be submitted by:

- using a secure postal service, such as recorded delivery

- uploading the work to the Submit to Assessment.

It is vital that centres submit work for all components undertaken by the candidates, e.g., the spoken language recording(s), the reading assessments and the imaginative and informative written work.

Where there is a problem in submitting any of the marks, for example in spoken language, please contact OCR as soon as possible, so that advice can be sought and information can be included as to why there may be missing marks when you send your packs to the external moderator.

The external moderation team enjoyed listening to and watching some lively spoken language assessments and reading some very interesting pieces of writing.

Candidates who did well generally:	Candidates who did less well generally:
• used a motivating topic which suited their interests for the role-play or discussion • researched and planned for their spoken language activity • allotted sufficient time to carefully read the texts in both the literary and non-fiction tasks • made sure they were able to identify facts and opinions in texts • used interesting topics which suited their interests in both the informative and imaginative writing • made sure that there was clear and logical organisation of information and ideas in their writing.	• used a topic which did not provide enough scope to make developed contributions in the spoken language activity • did not spend sufficient time planning or researching before the role-play or discussion • did not read the literary and non-fiction tasks in detail • made little effort to summarise information from the reading texts • used a format for the writing which did not provide scope to demonstrate sustained writing • did not use accurate spelling, punctuation and grammar.

Comments on Individual Components

Spoken language

For the spoken language component, candidates are required to take part in either a role-play or a discussion. Topics can be chosen that best suit the candidates' interests. Some examples of interesting topics that were selected included:

- discuss your current favourite topic of interest with a partner
- discuss if all school children should wear a school uniform
- discuss how young people can be persuaded to eat more healthily
- discuss your weekend hobbies.

Some topics chosen did not allow the candidates to make developed contributions, such as

- going to McDonald's for an interview for a part-time job
- discuss your favourite place to visit when on holiday.

Reading

The reading component requires candidates to respond to two reading texts. They must be able to understand a non-fiction text and understand a literary fiction text. OCR provides a selection of six non-fiction texts and six literary fiction texts. This allows teachers to choose texts that they believe will suit the candidates the most.

Writing

The writing component requires candidates to write an informative piece and an imaginative piece. As with the spoken language, topics can be chosen that best suit the candidates' interests. Some examples of interesting topics that were selected included:

- my best school trip
- a letter of complaint about pollution in a nearby river
- an encounter I will never forget
- making plans post-16.

Some topics chosen did not allow the candidates to demonstrate sustained writing, such as:

- an advert for a new phone.

Stronger responses included correct spelling, basic punctuation, and grammar.

Assessment for learning
Encourage candidates to choose spoken language and writing topics that will motivate them to achieve to their best ability. Support candidates to spell common, monosyllabic, and polysyllabic words correctly and to use grammar and basic punctuation accurately.

Most common causes of centres not passing

The R393 Entry Level Certificate in English consists of 100% internally assessed tasks and tests, which are externally moderated by OCR. This means that only candidates who have achieved a pass are entered for the qualification.

Common misconceptions

It is optional to use the OCR exemplar topics on the R393 website for the spoken language and writing components. Centres may choose any topic that will motivate and engage candidates to achieve to their full potential.

Avoiding potential malpractice

Encourage candidates to take responsibility for their progress and signpost them to the marking criteria and Assessment Objectives. Make sure all record keeping (e.g. the Internal Assessment Forms) is up to date and accurate. Make sure that all spoken language recordings are in a compatible audio/video format, e.g. MPEG (*.mp3) and are safely stored and ready to be provided to the OCR external moderator. If written work is completed on a word processor, then the spelling, grammar and punctuation checker must be disabled. Internal assessors must annotate and sign the work to verify that these have been disabled.

Helpful resources

The OCR Teacher's Handbook for the R393 qualification

Skills Guide: The OCR Guide to Spelling, Punctuation and Grammar

The OCR Entry Level Guide to Finding Out

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

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the OCR website.

Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, sign up here.

OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

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.

Signed up for ExamBuilder?

ExamBuilder is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. Find out more.

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an Interchange username to validate the identity of your centre's first user account for ExamBuilder.

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

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk

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