

ENTRY LEVEL

Moderators' report

GEOGRAPHY

R407

For first teaching in 2016

R407/01/02 Summer 2022 series

Contents

Introduction	3
General overview	4

Introduction

Our moderators' reports are produced to offer constructive feedback on centre's 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 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 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.

Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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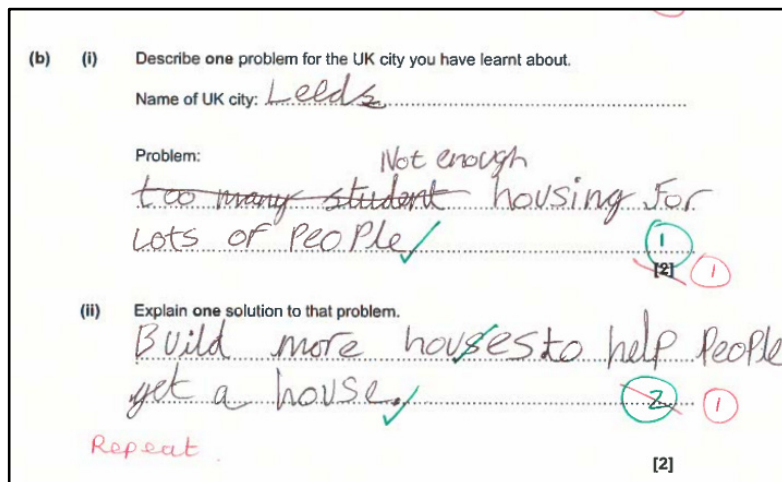
General overview

This year saw the return of Geography Entry Level R407 work being submitted for moderation. It is very pleasing to see the way the entries for the specification have continued to grow over the last five years. After a preliminary entry of ten centres with a cohort of approximately fifty entries in the first year (2017), this year saw seventy-five centres place initial entries with over 500 candidates entered.

The test assessing the 'taught' element of the specification, Dynamic World, continues to be well answered by a significant proportion of the cohort, with many candidates achieving more than 75% of the marks, indicating a positive approach to the teaching of the specification. The exam/test covers three teaching topics: Our World, Destructive World and Resourceful World allowing these to be co-teachable with GCSE Geography giving greater curricula flexibility, particularly for centres with smaller cohorts.

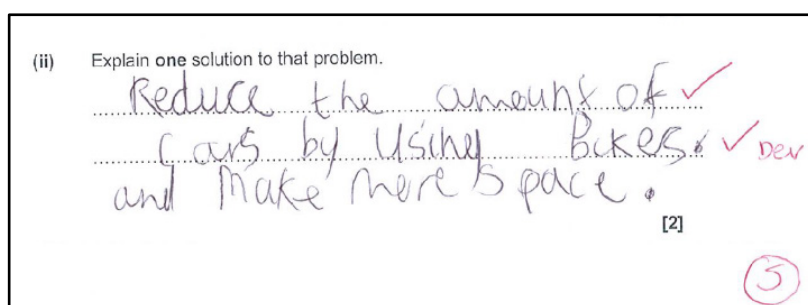
The test mixes both single mark questions with those demanding slightly longer, more considered/developed responses. Performance in marking of this aspect varied with some centres being generous in their interpretation of a developed response and in some cases the opposite and not crediting a developed response. For example, Question 1b which asks for one problem of a city learnt about and a solution to the problem. This requires some development or explanation of the problem and similarly the solution, not two problems.

In the example shown there is enough for two single marks but neither example is 'developed' to gain the second mark. In this case the school had checked and internally standardised the assessments and the over marking was identified and corrected.



In this second example the answer has been developed just enough to explain how the number of cars can be reduced by using bikes and as such justifying a second mark.

Note the addition of the assessor's comment of 'dev' is helpful to the external moderator in understanding how the assessor has arrived at the mark awarded.



The Personal Project continues to produce a variety of areas of enquiry. More centres appear to have used the 'Exemplar Tasks' available on the website. This may be due to the increase in new centres seeking a straightforward first venture into this work and the ease of having a suggestion to start with. It is excellent to see centres have developed local interests, such as where the centre gets food or energy from and in the better studies develop these ideas further to look at potential sustainability.

Many 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. Please consider submitting these electronically in the interests of sustainability. This can often also have the benefit of showing the work in its true form.**

The Field Work Notebook provides opportunities for students at this level to develop their enquiry skills. The crediting of marks in Assessment Objectives 2 and 3 of the mark scheme includes data collection, presentation and 'analysis'. Assessors are asked to make comments on the data presentation (AO3) and 'fieldwork being drawn together with a summary statement' (AO2). This suggests that fieldwork should be included in the Fieldwork Notebook, whether using primary or secondary fieldwork sources.

It is encouraging to see centres continuing to make use of varying field study opportunities despite the impact of Covid on centres. Many of these focus on 'My Place', changes to the local environment, how staff and students travel to their centre, all of which give the candidates opportunities to collect data, present it in both digital means and by hand and then comment on the results. As noted previously, there is still the opportunity for overlap with the new GCSE specifications field study. It would be good to see all Entry Level centres embracing this chance to develop the field study side of Geography further.

There are many opportunities within the grounds of a centre; litter surveys relating littering to pedestrian movements and footfall, environmental scoring of the exterior state of buildings, etc. within the centre site, microclimate studies, locating new outdoor seating areas all spring to mind in addition to traditional field study beyond the immediate centre location, as and when centres are able to develop the wider aspects of such work again. Understandably there has been some drawback on field study and work based more heavily on secondary data collected through the internet, local media, centre records of field data collection, etc., which has been effectively carried out by the greater majority of candidates.

It is important when marking candidate work to use the full mark range within each level and to remember that the candidates are 'Entry Level' and hence not at GCSE level.

One area of concern is where centre assessors are indicating that all or most of the assessment criteria in an Assessment Objective level have been met (often indicated by 'ticks' alongside the assessment descriptors and reinforced by comments) and yet a mark from the lower end of the mark band is given.

A very important point to raise is the need to for assessors to indicate the level of teacher guidance and input in the candidates' completion of tasks. For instance, the Fieldwork Notebook AO1 notes the following statements about teacher support and guidance:

Level 1 – research simple geographical facts **with teacher guidance**

Level 2 - researches some geographical facts **with little teacher guidance**

Level 3 - research geographical facts **independently.**

It is important that assessors indicate the level of guidance candidates have received as this is not always evident in the work submitted. Most centres do make very effective use of the "Candidate Cover Sheet (CCS431)" to provide the overall centre mark and then how the marks have been arrived at through the completion of the mark sheets for the Fieldwork Notebook and the Personal Project.

Moderators really do need as much detail in these as possible, particularly the level of independence of the work, as some aspects of the marking are not directly 'visible' in the 'written work'.

Finally, I must conclude by noting what the moderator needs to complete the moderation of a centre. It is essential that Moderators have access to accurate and detailed paperwork, so that they do not have to chase centres for this at the start of the moderation process. Please ensure the following is available:

The following would be a minimum 'list':

- all candidates' work which includes the Test/Exam (full paper not just the front cover), Fieldwork Notebook, Personal Project, for every candidate in the sample
- the Candidate Cover Sheet (CCS431) for each candidate, correctly and completely filled in with candidate and centre name, candidate examination number (OCR's software shows candidate numbers NOT candidate names), the total mark for all three components (correctly added), the marking decisions for the Fieldwork Notebook and Personal Project on the appropriate parts of CCS431
- work sent in a manner allowing accurate moderation and ease of posting. This would typically be on A4 sheets and where there are several components for each candidate, each having the names and exam number included. If you wish to develop work as posters for display, etc., please remove the sheets of candidate work and post in this format. It would be perfectly acceptable to post work on a 'memory stick'/usb drive which would then be returned to the centre post moderation.

OCR support



If you need some support with delivering Entry Level geography as well as marking and internal moderation, then [our exemplar guide](#) takes you through this. Examples of candidate work are used to show how they have been marked and moderated.

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