

**CCEA Entry Level in Geography**  
**March Series 2024**

# Principal Moderator's Report

geography



## Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the March 2024 series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's microsite on our website at [www.ccea.org.uk](http://www.ccea.org.uk).



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# ENTRY LEVEL GEOGRAPHY

## Principal Moderator's Report

### Internal Assessment Overview

The number of candidates who are entered for the Entry Level Geography continues to be disappointingly low. The total number of centres rose to seven last year but this year has fallen to three. This was the second 'normal' year for the ELQ in Geography following previous COVID mitigations.

The senior moderating team noted that the vast majority of the candidates' work submitted for moderation was generally well organised and included some excellent, high-quality resources which had been carefully designed to meet the assessment criteria. Many of the centres continue to use the CCEA Fact File booklets that are found on the CCEA website here <https://ccea.org.uk/key-stage-4/entry-level/subjects/entry-level-geography-2015/support>

Some supplemented these with their own activities and work sheets. These opportunities helped to 'mix up' the diversity of the exercises and lesson plans. This year, the range of evidence presented by teachers was very good and was well organised.

However, when using their own worksheets a centre must quality assure the content to ensure candidates can access the full range of Levels and meet the assessment criteria as per the specification.

This year, most of the candidates had been assigned the Level 2 grade with their sample of work. It is somewhat surprising that centres do not at least try to achieve the Level 3 in at least some of the units. Centres are strongly encouraged to provide tasks for the full range of levels, so that candidates can access Level 3, if required. Centres are encouraged to try and ensure that they set high expectations for their learners and allow them to try and achieve the higher of the levels, when possible. Often, the difference between a Level 2 and Level 3 is merely the wording of a task and an expectation for some explanation or evaluation.

Administrative requirements were generally good. Candidate Unit Record Sheets, Portfolio Progress Tracking Records and TAC forms were usually completed well. However, the administration presented by some centres lacked focus and greater use of the tracking records, in particular, is encouraged. The moderation team always like to see evidence of clear annotation of the marks where candidates have achieved a particular element. This has definitely improved in recent years. Sometimes, supporting documentation was absent and teachers are reminded to check and submit the Portfolio Progress Tracking sheets and the Entry Level Candidate Unit Record sheets for each unit as noted on the CCEA web site here: <https://ccea.org.uk/key-stage-4/entry-level/subjects/entry-level-geography-2015/support>

## **Assessment Units: 1–8**

### **Units Overview**

This year, the work submitted for moderation relating to Units 1 to 8 did not require much adjustment. This shows that teachers are correctly providing the right resources to their students and are then ensuring that they have all of the criteria for the award in each unit. The Moderation Team would like to remind centres about the requirements for Unit completion. Learners must complete three physical units and three human units, which must include the four mandatory units of Changeable Weather, Earthquakes and Volcanoes (Physical Geography), Development Issues and finally Managing Resources (Human Geography).



## Contact details

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