

teachers' handbook

Version 2 July 2010

ENTRY LEVEL CERTIFICATE IN **HISTORY**

R434

For teaching from September 2010



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1. Introduction

1.1 What is the purpose of this handbook?

Our History Entry Level qualification is being redesigned for first teaching in September 2010. It will sit with the new GCSEs in History, enabling us to offer you a coherent package for you and your learners.

This is an exciting, broad-based specification for you and your learners which aims to bring History to a range of learners who may not be able to access the subject at GCSE and encourage them to achieve more. The qualification allows for a great deal of flexibility that should benefit teachers and learners.

OCR offers a range of support materials, developed following extensive research and consultation with teachers. We've designed them to save you time when preparing for the new specification and to support you while teaching.

It is important to make the point that this Teacher Handbook plays a secondary role to the specification itself. The Entry Level Certificate in History specification is the document on which assessment is based: it specifies what content and skills need to be covered. At all times therefore, the Teacher Handbook should be read in conjunction with the specification. If clarification on a particular point is sought, then that clarification must be found in the specification itself.

1.2 Overview of OCR Entry Level Certificate in History

Entry Level History R434

Task 1 Portfolio	Internally assessed, externally moderated
50% of the qualification	Three pieces of work testing all 3 assessment objectives

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Task 2 Study of an Individual	Internally assessed, externally moderated
50% of the qualification	One piece of work divided into two parts: (i) biography, (ii) explanation and analysis. Assessment objectives 1 and 2 are assessed

2. Curriculum guidance

The new Entry Level qualification is designed to work for centres with certain students in existing GCSE groups who cannot cope with some aspect of the assessment.

Developments with TA support and IT may well assist running the Entry Level students alongside their GCSE classmates. The course is equally appropriate where a centre feels they have a group of learners who would be better suited to this level of qualification.

The specification demands that a learner covers two of the many options available to complete their three pieces for the portfolio (Task 1) and single study of an individual (Task 2). However, it is not a requirement for Entry Level that learners must cover all aspects of the two chosen areas of content.

Where a particular aspect of the option is chosen for a portfolio piece there should be in enough depth/range to ensure that candidates have the chance to study key features and characteristics of periods studied together with the relationships between them.

3. Subject specific guidance

The large range of options available to centres together with exemplar materials available give centres scope to profit from their own strengths and experience, or where appropriate take an off the peg assessment to use with learners. For learners to fully benefit from the experience of the Entry Level qualification it is recommended that a breadth of assessment methods and evidence is used to stimulate and develop the learners skills. There needs to be opportunities for learners to develop some or all of the following skills through their work:

- Write in clearly ordered and relevant sentences
- Work with a wide range of different types of evidence
- Select and deploy evidence appropriately
- Research and review evidence
- Use contextual knowledge to help analyse sources
- Use sources to support answers
- Make inferences from sources
- Evaluate sources at a simple level

The range of skills listed here may seem beyond the scope of learners at this level, however the scope of evidence used is selected by the centre first, so objectives can be kept within the limits of your own learners. Inferences may be as simple as like or dislike the group/topic, whilst evaluation may be at the simple level of trust or doubt about a source. Learners may well gain a great deal by realising they can access this type of historical skill. Research work can be carried out from carefully selected materials or a website that has been already checked as being suitable in terms of breadth or clarity.

In previous examples of the Entry Level much of the best work has come where a centre has made small adaptations to material they are already very committed or comfortable with. GCSE controlled assessment may well be applied with the necessary adaptations and streamlining, which may help where Entry Level students are taught alongside GCSE classmates.

Subjects used in the portfolio or externally set biography should be taught to a level where the learners have some confidence around key concepts and issues. Strong stimulus material such as a film or documentary may well then provide further understanding and motivation to work hard on the task, as well as providing opportunities for simple interpretation and evaluation. There have been good examples of this around the film "Dances with Wolves" and documentary material around race issues in the Southern USA. Most centres have similar favourite materials that could be adapted to fit within one or other of the options provided by Entry level History.

Teaching towards skills in dealing with certain types of evidence followed by careful selection of materials and a task can also be successful. Representations of Hitler are considered in the exemplar material, but provide a useful format for considering other individuals or topics. Work that develops small scale understanding of chronology and/or ordering skills are also helpful to the learner.

4. Resources

Books

Dawson, Ian, Smith, Peter and Banham, Dale *OCR Medicine and Health* Hodder

Dawson, Ian and Coulson, Ian *Medicine and Health Through Time* John Murray

Shephard, Colin *The Development of Medicine for OCR GCSE* Hodder

Shephard, Colin and Rees, Rosemary *OCR Medicine Investigations* John Murray

Dawson, Ian *Crime and Punishment Through Time* John Murray

Shephard, Colin and Rees, Rosemary *GCSE Crime and Punishment Investigations* Hodder Murray

Harmsworth, Andy *Elizabethan England, a study in depth* John Murray

Martin, Dave *Britain 1815–1851, a study in depth* John Murray

Rees, Rosemary *The American West 1840–95* Longman

Martin, Dave and Shephard, Colin *The American West, a study in depth* John Murray

Martin, Dave and Watts, Nigel *Essential American West 1840–1895: The Struggle for the Plains* Hodder

Banham, Dale, Culpin, Christopher and Shephard, Keith *Essential Germany 1918–1945* John Murray

Lacey, Greg and Shephard, Keith *Germany 1918–1945, a study in depth* John Murray

Counsell, Christine *Looking Through a Josephine-Butler-shaped window: focussing pupils' thinking on historical significance*, in *Teaching History* 114, Historical Association

Hunt, Martin James Arthur and Robert Phillips (eds) 2000 *'Teaching Historical Significance' in Issues in History Teaching*, Routledge

Lomas, Tim *Teaching and Assessing Historical Understanding* Historical Association, 1990

Walsh, Ben *GCSE Modern World History* Hodder Education

Kelly, Nigel & Lacey, Greg *Modern World History* Heinemann

Wagh, Steven *Essential Modern World History* Nelson Thomas

Rae, Tony & Wright, John *International Relations 1914–1995* Oxford University Press

McAleavy, Tony *International Relations Since 1919* Cambridge University Press

Walsh, Ben *Essential Modern World History* John Murray

McAleavy, Tony *Superpower Rivalry – The Cold War 1945–1991* Cambridge University Press

McDonald, Fiona & Staton, Richard *The Cold War 1945–1989* Collins Educational

Aylett J F & DeMarco Neil *The Cold War and After* Hodder

D Clare, John *Vietnam 1939–75* Hodder

Grey, Paul & Little, Rosemary *Germany 1918–1945* Cambridge University Press

Lacey, Greg & Shephard, Keith *Germany 1918–1945* John Murray

Radway, Richard *Germany 1918–45* Hodder

Ingram, Philip *Russia and the USSR 1905–1991* Cambridge University Press

Martin, Peter & Lankester, Colin *From Romanov to Gorbachev* Hutchinson

Fiehn, Terry *Russia & the USSR 1905–1941* John Murray

Fiehn, Terry & others *The USA Between the Wars 1919–1941* John Murray

Campbell, Ian *The USA 1917–1941* Cambridge University Press

Ward, Harriet *The USA 1917–1975* Collins Educational

Davies, Paul *China – A Modern World Study* Holmes McDougall

Ward, Harriet *China in the 20th Century* Heinemann

Brooman, Josh *China Since 1900* Longman

Brooman, Josh *The End of Old Europe – The Causes of the First World War* Longman

Hetherington, Greg *Britain and the Great War* John Murray

Wrenn, Andrew *The First World War* Cambridge University Press

Walsh, Ben *The Struggle for Peace in Northern Ireland* Hodder

Rees, Rosemary *India 1900–47 (Teacher text)* Heinemann

Aldred, John *British Imperial and Foreign Policy (Teacher text)* Heinemann

Stewart, Geoff *China 1900–76 (Teacher text)* Heinemann

Saunders, Vivienne *Race Relations in the USA 1863–1980 (Teacher text)* Hodder

Lowe, Norman *Modern World History (Teacher text)* Palgrave

Walsh, Ben & Birks, Wayne *Revision for OCR Modern World History* John Murray

Lacey, Greg *Revise Modern World History* Heinemann

Shephard, Colin & Rees, Rosemary *OCR British Depth Study 1906–1918* Hodder

Walsh, Ben *OCR GCSE Modern World History* Hodder (Contains sections covering both British Depth Studies)

Shephard, Colin & Rees, Rosemary *OCR British Depth Study 1939-1975* Hodder (To be published in 2010)

Websites

www.uea.ac.uk/historypgce/significance - 'Some Ideas for Teaching Significance' from the PGCE History website at UEA.

www.schoolshistoryproject.org.uk - The home of SHP which is useful for links to other websites, details of conferences and some useful teaching ideas.

www.schoolshistory.org.uk - For lessons and resources.

www.bbc.co.uk/schools/gcsebitesize/history

www.historytoday.com/news-criminalregisters - The England and Wales Criminal Registers from 1791 to 1892.

Places to visit

Galleries of Justice Museum, Nottingham

Thackray Museum, Leeds (Medicine)

The Old Operating Theatre Museum, St Thomas's Street, London

See website www.medicalmuseums.org for details of medical museums in London

The American Museum in Britain, Claverton Manor, Bath

5. Frequently asked questions

What is the biggest mistake centres tend to make with Entry Level History?

Centres tend to place less emphasis on the externally set task than they should. The task is worth 50% of the total mark. Where Entry Level is taught in a mixed class, there is much to be said for setting a task to the whole group at an early stage of Year 10 that encourages them to consider the role of an individual. This can be useful for all learners, but if it is saved, with students who are moved into Entry Level for attendance reasons, it could greatly boost their overall level.

The problem of missing material is often found where centres leave moving learners into Entry Level until very late. Making moves for individual learners usually helps the individuals and the rest of the class, so do not delay too long.

Can classwork from a student be included as part of the portfolio?

If the student has worked on some evidence or answered a task where their understanding of an event or issue is tested, there is no reason at all why a piece cannot be included. The most important issue here is to check that the overall package of work fits with the coverage of the assessment objectives as laid down in the specification.

Why bother entering an individual learner onto Entry Level History?

There will always be some students who choose to study History who either lack some basic skill to access the GCSE assessment methods properly, or who through character or health cannot maintain the long term demands that GCSE places upon them. Entry Level History allows them to access many of the skills and attributes usually associated with the study of a good History course, but removes the shackles that may make the subject impossible for a particular learner. This will clearly benefit the individual because it allows them to focus on the positives from the subject rather than aspects of the GCSE that they cannot deal with. This will usually also benefit the rest of the group, as a potential source of disruption can be turned back into an asset.

6. OCR Training and additional support

A full range of training events provide valuable support, for the delivery and assessment of OCR qualifications:

Get Ready...

An overview of new OCR specifications.

Get Started...

For teachers preparing to deliver or already delivering OCR specifications.

Get Ahead...

For teachers wanting to improve delivery and assessment of a current OCR specification.

Lead the way...

To encourage creativity and innovation.

View up-to-date event details and make online bookings at www.ocreventbooker.org.uk or view our new training e-books at www.ocr.org.uk/training. If you are unable to find what you are looking for contact us by e-mail training@ocr.org.uk or telephone 02476 496398.

e-Communities

Over 70 e-Communities offer you a fast, dynamic communication channel to make contact with other subject specialists. Our online mailing list covers a wide range of subjects and enables you to share knowledge and views via email.

Visit <https://community.ocr.org.uk>, choose your community and join the discussion!

Interchange

OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate free access to candidate information at your convenience. Sign up at <https://interchange.ocr.org.uk>

www.ocr.org.uk

OCR customer contact centre

Vocational qualifications

Telephone 024 76 851509

Facsimile 024 76 851633

Email vocational.qualifications@ocr.org.uk

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk



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